SUGGESTIONS FOR THE ORGANIZATION OF A COUNTY TRADE SCHOOL FOR SEMINOLE COUNTY, OKLAHOMA

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ROAD MAP

IINOLE COUNTY

OKLAHOMA

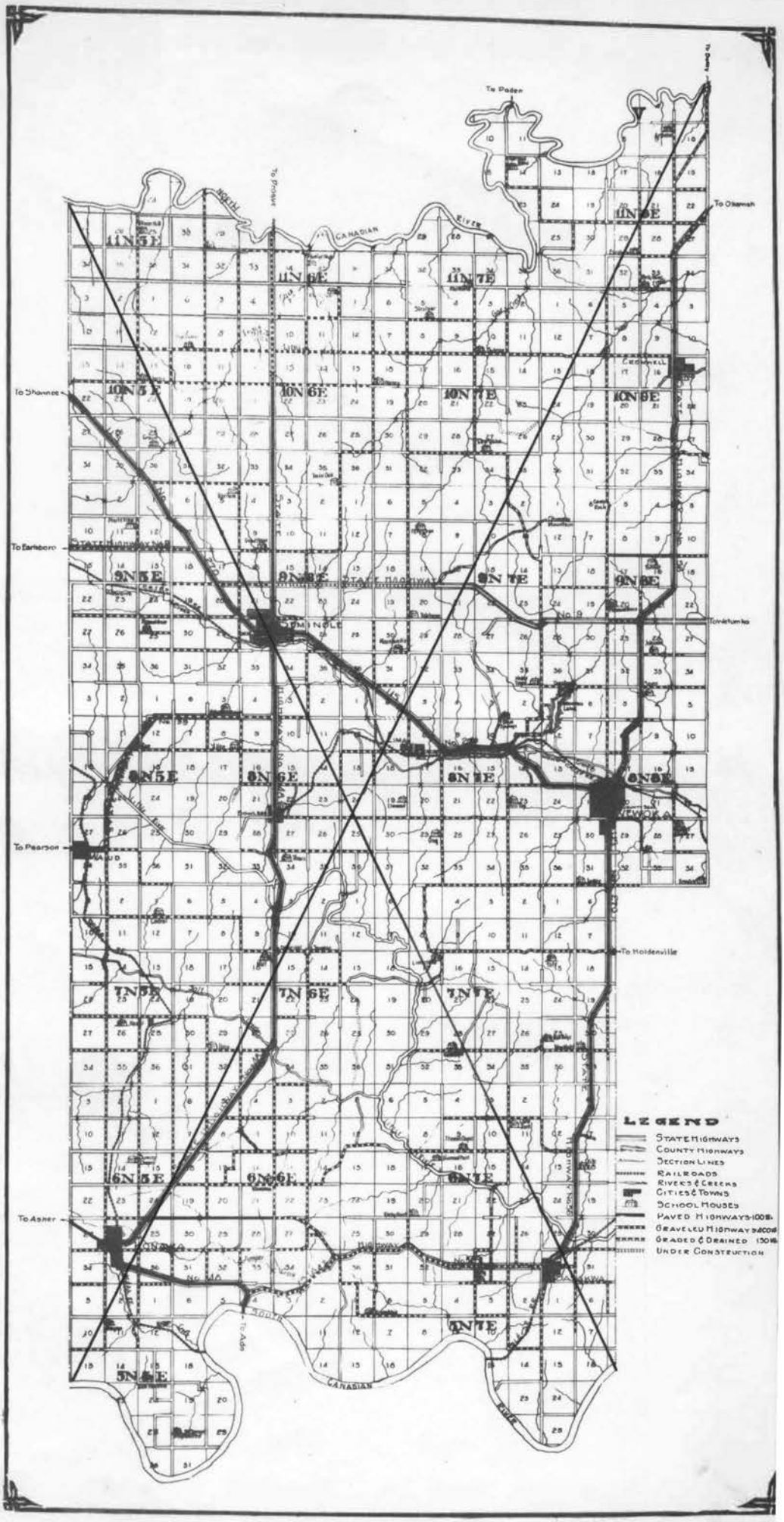

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TABLE OF CONTENTS

TABLE OF CONTENTS continued

LIST OF FIGURES continued

CHAPTER I

INTRODUCTION

Definitions:

The terms trade school and vocational school, as used in this study are synonymous. A trade school is one in which is taught such courses, one in which is presented such activities, as will develop abilities in certain definite trades. The trade school is complete within its own curricula. It is built around its shop units but includes any course required by law and many courses of a related nature. All material conducive to proficiency in a given trade is found in the curricula of the trade school.

Vocational education is a term used in referring to instruction designed to further the individual's vocational interests. Any information which tends to help prepare for a vocation, get and hold a job is vocational education.

> Vocational education is a very inclusive term and, viewed broadly, may cover all those experiences whereby an individual learns to carry on successfully any useful occupation. (19:13)*

Philosophy of Vocational Education:

For centuries trades have been passed down from one generation to the next by a system of indenture and ap-

*This system of footnotes will be used throughout the study. The first number in the parentheses is the number of the reference listed in the Bibliography and the second number indicates the pages cited.

prenticeship devised by the working group. This system is noted for the thoroughness with which it trains the individual in the skills of the trade, for the jealousy and selfishness with which it guards the training of its apprentices, and for the fact that formal education is omitted from the training program. Upon the advent of machine production this system of trade training proved too slow and otherwise ill-suited. Leaders in the field of education, supported by the leadership of employer groups and labor organizations, sought to devise a plan whereby apprentices in trades might depend upon educational institutions for their training.

> Ten years before the passage of the Smith-Hughes Act the American Federation of Labor joined the movement to obtain Federal aid for vocational education. (13: 245)

> .....Foremost among them was labor's traditional zeal for education, particularly for making it available to all children. Another important factor was labor's preference that agencies of concern to the general welfare be conducted under public auspices. Labor regarded vocational education as a reasonable adjunct to the public school system; it found undesirable the growing practice of private trade and vocational schools which were operated for profit and often without regard for the educational well-being of the students, their future in industry, or their development as citizens. (19:246)

It was in 1917, during the World War and not many years after the passage of the child labor laws that the first Federal legislation was enacted in favor of education in vocations of less than professional level. During the near quarter of a century that has passed since the pass-

age of the Smith-Hughes Act, other acts have furthered and enlarged the development of the program until many phases of vocational education and certain forms of trade training are supported in part by the Federal Government.

It is felt that every individual has a right to preparation for the type of work he is destined to make his living by:

> . . . that poverty should not be allowed to push anybody into the world's work without such training; and that the humble workers have as much right to their training as the professional classes have to theirs. Further, it is felt to be a self-protective measure for a democracy to insure the industrial efficiency of every person. (13:8)

Though it is not a point in this study to show the reaction of labor to vocational education, it is well to point out that from its inception, the idea of Federal support for an equitable plan for vocational education received the constructive, consistent, intelligent, and unremitting support of organized labor. So, organized labor experienced a sense of triumph with the passage of the Smith-Hughes Act in 1917.

> Free public education has always been the godchild of the labor movement, and it now saw the benign influence of public education being extended to the industrial field. (19:247)

Legislation for Vocational Education in Trades and Industries:

1. SMITH-HUGHES ACT, Approved February 23, 1917.

> An act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation

> of teachers of vocational subjects; and to appropriate money and regulate its expenditure. (19:291)

In summary, the act provided for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects, and for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects, each, increasing amounts until for the fiscal year ending June 30, 1926, and annually thereafter, the sum of $3,000,000.00. For the purpose of cooperating with the States, in preparing teachers, supervisors and directors of agricultural subjects and teachers of trade and industrial and home economics subjects, increasing amounts until for the fiscal year ending June 30, 1921, and annually thereafter, the sum of $1,000,000.00. Certain regulations were set up for the allotment of money to the several States and for the expenditure of such allotted money.

II. GEORGE-ELLZEY ACT, Approved, May 21, 1934.

> Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That for the purpose of providing for the further development of vocational education in the several States and Territories there is hereby authorized to be appropriated for the fiscal year ending June 30, 1935, the sum of $3,000,000.00; for the fiscal year ending June 30, 1936, $3,000,000.00; and for the fiscal year ending June 30, 1937, the sum of $3,000,000,00. (1:274)

One-third of the total or $1,000,000 was for the salaries of teachers, supervisors, and directors of trade

and industrial education subjects in the several States and Territories. Certain regulations were set up for the allotment and expenditure of the money.

The Smith-Hughes Act was permanent; the George-Ellzey Act was for a definite and stated period of years and was supplementary to the Smith-Hughes Act. Trade and industrial education had had no additional legislation since the Smith-Hughes Act in 1917, while vocational agricultural education and home economics education had had the George-Reed Act which supplemented their program but had expired June 30, 1934.

Beginning about 1931 attempts were made to cut the outlay for vocational education. The attempts became serious but ended with the close of the Hoover administration with the result that the appropriation for vocational education to the states was cut from $7,167,000 in 1932 to $6,450,300 in 1933, and to $5,940,000 for the year ending June 30, 1934.

> During the fiscal year 1935, for the purposes of the Smith-Hughes Act, the States received $7,167,000, and the Federal Board of Vocational Education received $184,198; for the purposes of the George-Ellzey Act, the States received $3,084,603, while the Federal Board of Vocational Education received $60,000; and for vocational education purposes the Territory of Hawaii received $30,000, and Puerto Rico received $105,000. Federal Aid to vocational education in the one fiscal year ending June 30, 1935, totalled $10,630,801. (1:284)

III. GEORGE-DEEN ACT, Approved June 8, 1936.

Be it enacted by the Senate and House of Repre-

> sentatives of the United States of America in Congress assembled, That for the purpose of providing for the further development of vocational education in the several States and Territories there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1937, and annually thereafter, the sum of $12,000,000; Provided, That the several States and Territories shall be required to match by State or local funds or both 50 per centum of the appropriations authorized under the provisions of this section until June 30, 1942, 60 per centum for the year ending June 30, 1943, 70 per centum for the year ending June 30, 1944, 80 per centum for the year ending June 30, 1945, 90 per centum for the year ending June 30, 1946, and annually thereafter 100 per centum of the appropriations authorized under the provisions of this act. (19:302)

One-third, $4,000,000, is to be allotted, on certain regulations, for the purpose of paying salaries and necessary traveling expenses of teachers, supervisors, and directors of trade and industrial subjects, in the States and Territories affected by the act. Certain provisions were set up regarding minimum allotments to any State or Territory.

Trends in Public Education:

> Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged. --Ordinance of 1787. (2:1)

Education within the boundaries of our country has become a mass proposition. The village academy and the idea of stratification of education which fostered it no longer exist. The common schools in our democracy constitute an institution for the education of the masses, not the classes along. Though the Constitution of the United States of America contained no specific statement in

reference to education, meanings were read into it by the wise leaders of our National Government in past decades so that the States, when they sought admission to the Union, were required to provide in a generous way for public education. These interpretations and requirements set a precedent and established the belief that public education is a charge of the State.

As time has moved forward, the opoulation has increased, school enrollment has increased, subject matter taught has become increasingly varied and has been enlarged with the result that the load has become heavier upon the local units of government, hence heavier on the States, and of growing concern to the Federal Government. Local communities in many instances are bankrupting themselves in their attempts to provide for the education of their children. States are providing increasing amounts for the relief of such communities but still education does not reach 100 per cent of the educable.

In addition to all these enlargements and renovations in the public schools, concepts of education are changing. Formal education, in the elementary schools, junior high schools and high schools, is losing popularity. Secondary education as now conceived, should provide the foundation for entrance to institutions of higher learning only as a secondary function; a first consideration should be the economic welfare of the individual, his future ability to

live happily and productively in a democracy such as ours and be a citizen of that democracy who is able to give back to it certain services in exchange for the rights and privileges enjoyed in it.

To be happy, to be productive, and to contribute to the government that provides the means of education and other privileges, the individual must be trained in the skills necessary to the trade of his choice. Education has long included training in vocations on the professional level. Now, by popular demand, training in vocations below professional level has become a part of public education.

> The schoolstraditionally have been concerned chiefly with education of an intellectual or bookish sort. Basically, however, the school program has always been vocational in the sense of furnishing the foundation of training needed for the professions which require a content of intellectual materials. During the last half of the nineteenth century, as a result of social and economic conditions, there began to be great pressure on the schools to offer preparation for vocations other than the professions. The country was developing rapidly in commerce, industry, and agriculture. Leaders in these fields began to insist that the public schools provide the training required to prepare young people for vocations of a nonprofessional type, such as the skilled trades, clerical and secretarial positions, and agriculture.
>
> The efforts to relate formal education more definitely to the so-called useful and practical activities followed two distinct trends. One type of development led to what is known as practical arts or industrial arts; the other led to what is known as vocational education. It is necessary to distinguish clearly between these two types of educational programs, for they are the bases on differing psychological theories.

The movement for the development of instruction of the industrial arts type was first to arise. Americans began to be greatly disturbed, early in the last quarter of the nineteenth century, at the general superiority of European craftsmen over those trained in the United States. This superiority was particularly apparent in the exhibits at the Centennial exposition in Philadelphia in 1876. In many quarters agitation began for an effort to improve this situation by the inclusion of a new type of instruction in the schools of the United States. It was hoped and presumed that by providing instruction designed to develop the general manual skill and dexterity of the pupils in the schools, a foundation would be laid for the later development of a high degree of artisanship in the skilled craftsmen of the country.

The suggestion for this new type of instruction fitted up neatly with the idea of educators who were beginning to realize the need for a broadened curriculum in the schools. Leaders in education were advocating a democratization of opportunities in the schools through the provision of types of subject matter adapted to the interests and capacities of all classes of children. A few advanced thinkers were even advocating instruction of the manual arts or domestic arts type for all children as a valuable part of school experience, of equal importance with the traditional intellectual materials of the classroom.

The combination of these pressures for improved craftsmanship and the plans of educators for greater democracy in the curriculum led to the development of a type of subject matter that was somewhat occupational in content but at the same time general, abstract, and formal, sometimes referred to as "industrial arts." The "mental discipline" theory of education was current, and new content in the curriculum, to be in keeping with this doctrine, could not be too obviously utilitarian. The aims in education of the industrial arts type were to develop general skill in doing a variety of things with the hands, and to inculcate an understanding of fundamental processes in such activities as agriculture, homemaking, commerce, and industry. It was confidently expected that training in these abstract and formal skills would transfer or carry over into the practical situation of an actual job when the appropriate occasion arose in the life of the individual.

The second type of development, vocational education rests fundamentally on a denial of the transfer of training, and on an insistence that instruction must be specific and pointedly directed toward the learning of the manipulative processes actually used in a certain job. For example, such a subject as manual training occupied an important place in an educational program of the industrial arts type; instruction in vocational education, by contrast, was specifically related to the processes in a single operation such as carpentry or cabinetmaking. (19:9-11)

CHAPTER II

NATURE OF THE STUDY

Determining the Need for a Trade School in Seminole County:

The act, Smith-Hughes, which created the program of Federally sponsored vocational education stresses as its purpose, the provision of funds and supervision of the program in cooperation with the States. From the beginning, then, it was necessary for each State desiring to participate in the program to set up its plans for approval by the Federal office before allotment of money could be made to the State. These plans, in conjunction with the broader statements of the act itself, have prescribed the program in every phase of its operation. Certain types of schools are prescribed with provisions for the size of the locality or community which is setting up the program. Thus a particular type or kind of trade and industrial school is best suited to a particular city or community. It is a fact that some of the types possible under the State Plan for Oklahoma are impossible of successful operation in small towns and the many small schools of the State.

A feeling is abroad that through the cooperative avenue there is a possibility for the areas composed only of small towns and small school districts to avail themselves of the program of trade and industrial edu-

cation. As far as the parent act states, any school district may set up any one of the different types of programs provided it can be justified and the expense of its equipment and operation be met. It is expected that a fair placement of trained youth be realized also. However, justification of the program is the heart of the problem. In view of existing industries in the area, the number of individuals employed by these industries and on very few other points, must a training program be justified. Obviously, this precludes the program in the small center.

In the light of information presented in the foregoing pages, the writer has sought to establish the premise that by the enlargement of the area, namely all areas within the county, the most efficient and best type of the trade and industrial education program may be justified. Seminole County, with its oil industry, its manufacturing industry, its building industry, its road and highway work, its commercial enterprises of various natures, and its many forms of public services, may easily justify a training program where the largest of the several centers in the county would fail, or find the program too expensive to install and operate.

Determining the Possibility of A Country Trade School:

Wherever a need exists, a wise course of study and action may bring to light the possibility of providing

satisfaction for the need. Indeed, a study of circumstances and sentiment during the decade preceding the enactment of Federal legislation for vocational education gives an excellent example of the point made here. Industries were not training their future workmen. Private concerns were attempting the task principally for their own profit and not for the best consideration of the individuals trained. Users of men so trained and labor organizations, too, were unsatisfied with the plan. By combined effort and demand an act was passed in Congress creating the Federal Board of Vocational Education, to consist of:

> The Secretary of Agriculture, the Secretary of Commerce, and the Secretary of Labor, the United States Commissioner of Education, and three citizens of the United States, to be appointed by the President, by and with the advice and consent of the Senate. One of said three citizens shall be a representative of the manufacturing and commercial interests, one a representative of the agricultural interests, and one a representative of labor. (19:294)

This group of men inaugurated the program that has assisted thousands of individuals to secure training who otherwise might have been the victims of unscrupulous private training schools. They made it possible, after governmental permission was granted, to establish public institutions for the training of youth for occupations of less than professional level. Under the plans worked out by this board in conjunction with the States it is possible for any center, be it school district, town, or city, to avail itself of a form of the program just so long as the program is justified.

In Seminole County it is possible to train men for employment in machine shops because industries existing in the county need trained men (1) now, (2) to replace men who now are employed but may leave for a number of reasons in the future, and (3) for possible contemplated expansion. The same statement can be made for the other industries of the county.

There is a possibility for the county trade school in Seminole County, again because of the need of training in the part of youth in the county who are unable to secure it under the present system, or lack of system. School systems, towns, and cities are too small to set up the program alone. These youths must look to a consolidated effort and to a consolidation of resources to provide them with a trade school.

Where it is impossible to justify a considerable enrollment in a trade school in a town or city, the county through its larger area might advisedly provide training in several represented trades.

It is not a point here to make a plea, though one could be made, for a county trade school in Seminole County. Rather, the writer has attempted to outline the impossibilities met by the small centers that would organize a vocational education program; to point out the fact that Seminole County has many industries but has only small school centers or districts and can only have a trade training program through the county unit plan.

CHAPTER III

METHODS EMPLOYED IN SECURING INFORMATION USED IN THE STUDY

The questionnaire and the personal interview were the principal methods employed in securing information for this study. Naturally, observation was also a source of information used. However, greater danger lies in the use of the observation method than in the use of either of the other two methods employed. Minimum reference is made to the writer's observations and opinions therefrom. An honest attempt has been made to secure and picture facts as revealed through the use of the questionnaire and interview methods.

It seems excusable and perhaps of benefit to give quotations from educational writers on the interview method and the questionnaire method of collecting information.

> Ordinarily, a careful bibliographical survey and a thorough study of the problem by means of secondary sources would advance the investigator's knowledge to such a point that he would not need to send a questionnaire, but would instead narrow the question down somewhat, and solve it by more refined methods . . . . .(8:177)

But, where certain aspects of the problem or study are such as to be unapproachable from this point of view, the investigator must use methods which are applicable.

> By means of the interview it is possible to secure many data that could not be obtained through less personal procedures of distributing a reply blank. People generally. . .may want to see who is getting the information. . . may need the stimulation of

> personal contacts in order to be "drawn out," . . . Further more, the interview method enables the worker to follow up leads and take advantage of small clues. . . . .(3:378)

Certain parts of the study presented a necessity for the interview method. In some cases it was necessary to add explanation to that contained in the check list or questionnaire before the person interviewed could satisfactorily fill out the sheet.

> The questionnaire procedure normally comes into use where one cannot readily see personally all of the people from whom he desires responses or where there is no particular reason to see them personally. (3:325)

Finally, the bibliographical source of pertinent facts and information was used perhaps more extensively than any other one source.

The writer has had the problem in mind for more than a year and has spent considerable time in preparation of material for this report. Many people have been interviewed and certain records have been kept of materials gathered.

Questionnaire to County Superintendent of Schools:

A questionnaire was taken to the County Superintendent of schools in Seminole County. As an educator and as a friend of youth, this individual gave liberally of his time, listened to explanations of the problem, then made the following information available:

(a) Name and district number of the various school districts in the county;

(b) Male and female enumeration of each school district;

(c) Property valuation of each district for ad valorum tax purposes;

(d) Names of secondary schools whose curricula contained some form of shop work;

(e) The particular type of show work these schools had developed;

(f) The names and mailing addresses of individuals employed to teach the industrial education programs offered;

(g) A personal statement on the probable need, as he saw the problem, for a county trade school.

On another and a later date a letter was written to the County Superintendent of Seminole County asking for certain information which he kindly supplied. This individual was approached, rather than some other officer, because the problem being worked on was definitely in his field and was one that would attract his interest. On this occasion the following information was collected:

(a) Total male and female enumerations (separate) for each of the five years immediately past;

(b) Total county property valuation for each of the five years immediately past;

(c) Copies of the county school district map.

Questionnaires to Shop Instructors:

The writer had been in classes with most of the men who were mailed this questionnaire, and feels that the picture shown by the results of the questionnaire is quite authentic. The following information was collected through this source:

(a) Nature of program; industrial arts or trade and industrial;

(b) Number of enrollees in the program;

(c) Number of high school boys in school;

(d) Approximate total amount invested for building facilities;

(e) Approximate total amount invested for equipment;

(f) List of major equipment;

(g) Courses taught in industrial education

Questionnaire-Interviews of Employers:

This source provided information on the following:

(a) Name of company and type of industry;

(b) Workment employed in various trades;

(c) Average age of employees;

(d) Experience with, kind of work in which placed, strong and weak points of, youth of high school age;

(e) Entrance requirements;

(f) Average annual turnover by trades;

(g) Opinions and suggestions relative to work offered in high school;

(h) Advantages and disadvantages of work in the employer's particular field.

Records and Interviews of High School Graduates:

The records of the local high school, Konawa, Oklahoma, being average and representative of the several high schools in the county, and being convenient, were investigated. From them, information was collected on

all male graduates for the five years immediately past on the following items:

(a) Personal data;

(b) Courses completed;

(c) Probable interests.

In every case possible, individuals were interviewed and information was collected on the following:

(a) Employment since graduation;

(b) Employment preferences;

(c) Personal data;

(d) Training of a vocational nature desired;

(e) Courses or subject matter taken in high school which seemed of most direct benefit to later activity.

Bibliographical Aids Used in the Study:

During two summers of classwork and during two courses of extension work in the departments of Trade and Industrial Education, Education, and Industrial Arts Education at the Oklahoma Agricultural and Mechanical College the writer has found and used several sources of information of a bibliographical nature. These sources appear in an alphabetical arrangement in the bibliography of this thesis.

Certain forms which have been used to advantage, and other forms applicable to and usable in the type of program proposed later in this study, are included in the appendix of this thesis.

CHAPTER IV

FINDINGS OF THE STUDY

Extent of Industrial Education Offering Now in the Schools of Seminole County:

The findings given here relate to industrial arts and trade and industrial education work. From the Annual High School Bulletin No. 112-M, issued by the State Department of Education, 1938, it is possible to find the total educational offerings, both general academic and special, of all high schools in the county. However, such information would not be particularly valuable to this study. Rather, from questionnaires answered by teachers in the program in the various high schools where the work is offered, the information as shown in Table 1 was collected.

Mr. J. K. Fox, of Excelsior High School, reported that mechanical drawing had been offered in his school, but that in the present term, 1938-1939, there was no offering. No reply was received from the Wewoka school nor from the Pleasant Grove school.

Table 1 shows that industrial arts is offered more frequently than are trade classes. The schools named in the table are the only ones in the county offering courses of this nature. From the Oklahoma Educational Directory for 1938-1939, it was found that Seminole County has nineteen school districts offering high school work. This

TABLE I

SCHOOLS IN SEMINOLE COUNTY OFFERING COURSES IN INDUSTRIAL ARTS OR TRADE AND INDUSTRIAL EDUCATION

Schools Offering Courses	Cost of Building Facilities	Cost of Equipment Power	Cost of Equipment Hand	Boys in H. S.	Enrolled in Program		Type of Program Offered	Housewiring	Metal Work	Plumbing	Welding	Woodwork	Int. Comb. Engine	Mech. Drawing
Bowlegs	$10,000	$1,500	$1,000	150	40	27%	Day Trade Ind. Arts			X	X	X	X	X
Cromwell	400	850	225	53	49	92%	Ind. Arts					X		
Excelsior*														
Konawa	5,000	1,400	600	100	30	30%	Ind. Arts & NYA	X	X			X		X
New Lima	4,200	950	650	59	31	53%	Ind. Arts			X	X			
Pleasant Grove**														
Prairie View	3,000	900	500	50	26	52%	Ind. Arts					X		X
Seminole	30,000	1,500	350	500	150	30%	Day Trade Ind. Arts	X		X	X			X
Varnum	2,000	700	500	112	52	46%	Ind. Arts					X		X
Wewoka**														
Total, 10 Sec. Schools	$54,000	$7,800	$3,825	1024	378	36%		20 units 3 units per school						
Total, 19 Schools in the county.								1 unit per high school in county						

fact shows further the smallness of the offering of industrial arts and trade and industrial education courses in the schools of the county.

Spreading the combined offering of industrial arts and trade and industrial education courses in the schools which do offer the work over the total number of high schools in the county there would be slightly more than one unit of industrial vocation taught per school.

In table 1 it is seen that, in the schools reporting, an average of approximately $8,000.00 per school is invested in building facilities, and approximately $1,660.00 per school in equipment. It is interesting to note that only 378 of 1024 or 36 per cent of the boys avail themselves of the program.

Data Pertaining to Public School Enumeration:

Table 2 shows, for the year 1938, the several districts in Seminole County, their male and female enumerations, and their tax valuations. Those schools marked with the asterisk are the ones that offer industrial arts or trade and industrial education. It is interesting to note that the list of schools having this program is not the list of top ranking list of schools in point of wealth or enumeration. Schools more able to support the program do not offer it and schools perhaps able to justify the work on the basis or enumeration do not have it.

Table 3 shows the enumeration and valuation of Semi-

TABLE II

ENUMERATIONS AND TAX VALUATIONS BY DISTRICTS
IN SEMINOLE COUNTY FOR 1938

School Number	District Name	Enumerations Male	Enumerations Female	Tax Valuation
C.D. 1	Vamoosa	215	254	$ 380,395
C. D.2	Excelsior*	205	164	172,895
U.G. 2	Central	127	104	172,895
U.G. 3	Prairie Valley	235	218	658,549
U.G. 4	Butner	107	83	316,824
U.G. 5	Bowlegs*	650	639	1,667,192
U.G. 6	Varnum	431	381	573,673
U.G. 7	Strothers	276	233	1,006,661
U.G. 8	New Lima*	192	209	1,636,464
S.D. 2	Horshoe Bend	15	21	37,065
S.D. 11	Cromwell*	249	244	1,084,590
S.D. 14	Ferguson	78	73	205,613
S.D. 16	Prairie View*	221	208	1,439,646
S.D. 17	Seminole	2,154	2,131	4,559,999
S.D. 18	Mt. View	130	140	3,328,951
S.D. 19	Nobletown(Negro)	5	8	77,430
S.D. 20	Sams	72	93	169,124
S.D. 22	Wewoka*	1,052	1,102	3,693,629
S.D. 23	Ong	67	59	147,468
S.D. 25		164	188	843,800
S.D. 27	Tate	75	50	121,242
S.D. 28	Wolf	333	335	695,275
S.D. 30	Hazel	52	46	86,075
S.D. 31	Dora	85	73	163,558
S.D. 32	New Model	111	95	280,615
S.D. 33	Rocky Point	49	48	72,251
S.D. 35	Summers Chapel	98	92	101,599
S.D. 37	Friendship	74	67	51,022
S.D. 38	Cully	91	71	122,275
S.D. 39	Konawa*	378	390	399,908
S.D. 40	East Fairview	73	50	68,899
S.D. 41	Sasakwa	319	330	487,887
S.D. 42	Kight	119	115	244,588
S.D. 44	Limestone	76	59	175,129
S.D. 45	Pleasant Grove*	135	140	464,957
S.D. 51	Twin Oak	103	82	762,494
S.D. 53	Hilltop	60	59	182,101
S.D. 54	Justice	127	104	107,038
S.D. 56	Lone Dove	34	32	84,281
Jt. 65		26	26	19,090
Jt. 103		3	6	9,280
Jt. 117		90	81	901,229
Total 42 Districts		9,156	8,903	$27,427,982

nole County for each of the last five years immediately past. The table shows a gradual decrease in enumeration during the five year period. The 1939 tax figure has not been certified at this time, but based upon the other four years recorded, there appears to be a dip in the valuation, the trend being up at the present time. The average number of males enumerated per year, as shown in Table 3, is 9,370 and the average number of females is 9,020. The average tax valuation for the four years certified is $27,643,613.00.

TABLE III

		1935	1936	1937
Enumeration	Male	9,664	9,526	9,455
	Female	9,321	9,179	9,018
Valuation		$30,365,217	$27,665,497	$25,115,757

		1938	1939
Enumeration	Male	9,152	9,100
	Female	8,903	8,677
Valuation		$27,427,982 *	

* Not certified at this date.

SEMINOLE COUNTY SCHOOL ENUMERATION AND VALUATION FOR 1935, 1936, 1937, 1938, 1939

The female enumeration is of little significance in this study, however, should the type of school that shall be discussed in later chapters be built at some future date, the school might very wisely include an offering for girls. A decline in enumeration of females bears out the fact that enumeration in general in the county is declining somewhat.

By dividing the total enumeration (average figure) into the tax valuation (average fighre), there is shown to be only slightly more than $1,500.00 of tax valuation per enumerated child in the county.

Findings from Employers and Foremen:

A compilation of information gathered from questionnaires answered by employers and foremen revealed the following facts which are set down in list form rather than in table form.

(1) The average age of employees is 35 years.

(2) Approximately six had had experience with employing youth of high school age to one who had not.

(3) The kinds of work assigned youth when hired are, clerical work, common labor, helpers, service salesmen, time keepers, etc.

(4) Strong points of workers of this age level are, accuracy, conscientiousness, physical fitness, learn with ease, make rapid progress, courtesy, reliability, and willingness.

(5) Weak points of workers of this age level are, lack of practical experience, lack of education, self-consciousness, lack of experience in meeting the public, spasmodic efforts, lack of business morals, poor business ethics, over ambitiousness, lack of training, lack of experience, lack of confidence, and hesitancy in assuming responsibility.

(6) Educational requirements for entrance to employment, in general, include high school graduation regardless of the course of study pursued.

(7) The average age of entrance into employment is eighteen years.

(8) Good character rating and good health are expected of all employees. Some companies give physical examinations.

(9) History and foreign languages are subjects that would be left out of the curricula of the public schools. A majority of those reporting admit that they have no ideas along this line.

(10) Typing, bookkeeping, industrial arts, English, business administration, penmanship, and mathematics are the courses that these men would add to the curricula of the public schools or, of already offered, would offer more extensively.

(11) No definite wage scale is prevalent in this area.

(12) Seniority, quality of service, and added preparation are given as prerequisites to promotion. They are listed here in the order of the frequency of their practice.

(13) Very few companies avail themselves of any plan for providing their employees with addition qualifications for their jobs. Evening classes, paid for half by the company and half by the Federal Government, are used in a few cases.

TABLE IV

High School Courses Pursued	Frequency	High School Courses Pursued	Frequency
English I	31	Problems of Democracy	8
English II	31	Physics	6
Algebra I	30	Physical Geography	6
Oklahoma History and Civics	30	Physiology	5
American History	30	Latin I	5
English III	28	Latin II	5
Plane Geometry	27	Bookkeeping	5
General Science	27	Algebra II	3
English IV	25	Economics	3
General Biology	24	Art	3
Modern History	20	Government	2
Industrial Arts I	19	Shorthand	2
Typing I	18	Voice	2
Vocational Agriculture I	16	Ancient History	2
Vocational Agriculture II	16	Typing II	1
Public Speaking	15	Mechanical Drawing	1
Theory of Music	15	Commercial Geography	1
Band	13	Slide Rule	1
Composite Math	9	Penmanship and Spelling	1
Orchestra	9	Commercial Arithmetic	1
Industrial Arts II	9	Commercial Law	1
Vocational Agriculture III	8	Ethics	1
Vocational Agriculture IV	8		

High School Courses Arranged In Order Of

Frequency Of Selection

(14) Forms of protection for employees required by law seem to be in common practice.

(15) Drinking, incompetency, and untrustworthiness are the chief reasons given for dismissal.

(16) No uniform source of new employees is revealed. New employees are secured through newspaper advertisements, through relatives of employees, high schools, personal contact, waiting lists, and company employment agencies.

Findings from Interviews of High School Graduates:

Wherever possible, high school graduates were interviewed; where impossible, the questionnaire was mailed to them to be filled out. Table 4 shows courses pursued in high school by these individuals. Listings are in order of frequency of student selection of the courses. Selections are based on the limitations of the curricula which is affected by the status of local funds, graduation requirements set by the State Department of Education and local administration.

Table 5 gives the findings with reference to pre-permanent employment or jobs held before graduation from high school and, in the case of a few while attending college. The list is arranged in the order of frequency.

Probably more than so indicated had no pre-permanent employment. A number indicated such tasks as mowing lawns, washing windows, and running errands.

TABLE V

Job Held	F	Job Held	F
Soda Fountain Clerk	8	Mortician's Helper	1
Grocery Clerk	6	Furniture Clerk	1
Work College Campus	5	Work Ice Plant	1
Farming	4	Cafe Work	1
Assistant Roustabout	3	Library	1
Filling Station Att.	3	Carpenter's Helper	1
Mechanic's Helper	2	Roughneck	1
Cleaning & Pressing	2	Cattle Raising	1
None	2	Postal Clerk	1
Stenographer	1	Salesman	1
Printer's Helper	1	School Bus Driver	1

PRE-PERMANENT EMPLOYMENT JOBS HELD
LISTED IN ORDER OF FREQUENCY

TABLE VI

Employment Preferred	F	Employment Preferred	F
Commercial Work	7	Journalism	1
Roustabout	3	Cattle Raising	1
Vocational Agri.	3	Scientific Research	1
Mechanic	2	Music Work	1
Postal Service	2	Army (soldier)	1
Carpenter	2	Mortician	1
Salesman	2	Printer	1
Engineer (construct)	1		

PREFERENCES AS TO PERMANENT EMPLOYMENT
LISTED IN ORDER OF FREQUENCY

Table 6 gives preferences as to permanent employment. A considerable number gave no indication which means indicision on the part of the individual replying. Listings are arranged in order of frequency. It seems that a need is revealed here for guidance work or more extensive work in industrial education courses. Certainly a higher percentage of boys should have some fairly definite idea as to what they want to engage in as a life work. Lack of acquaintance with occupations is strongly revealed.

Table 7 contains a listing of courses taken in high school by the individuals studied. The fact that many of the courses are not listed means either that they were unpopular or that they were not required.

TABLE VII

Courses Taken	F	Courses Taken	F
Science	13	English	8
Commercial	9	Industrial Arts	6
Agriculture	8	Music	4
Mathematics	8	Speech	3

COURSES TAKEN IN HIGH SCHOOL WHICH SEEM TO HAVE BEEN OF MOST DIRECT BENEFIT SINCE LEAVING SCHOOL

Table 8 gives a list of vocational education and trade training courses that the individuals interviewed would like to take. This table seems to indicate interest in permanent employment. In some cases the individual has had some experience in the training and indicates that

he would like more. Commercial courses, typing, and bookkeeping seem to have a new impetus, as shown in tables seven and eight. Trades such as printing, mechanics, machinist, foundry, and welding claim the interest of the minority of youth, as indicated in the tables, and rightly should, since these trades could not receive a large number of youth except in very highly industrialized areas.

TABLE VIII

VOCATIONAL EDUCATION OR TRADE TRAINING COURSES GRADUATES WOULD LIKE TO TAKE

Course	F	Course	F
Commercial Work	9	Diesel Engineering	1
Agriculture	7	Welding	1
Mechanic's Training	4	Mortician	1
Journalism	4	Music	1
Printing	1	Grocery Work	1
Banking	1	Carpentry	1
Machine Shop	1	Radio	1
Foundry	1	Aviation	1

Although more interest was evident, a number of youth indicated no field of work in which they would like fundamental training experience and information.

TABLE IX

RECREATIONAL INTERESTS

Activity	F	Activity	F
Outdoor Sports	37	Writing	1
Home Shop	6	Theatre	1
Music	5	Model Aeroplanes	1
Indoor Sports	2	Reading	1
No Preference	2	Science	1

The information given in table 9 has no particular connection with the study. However, every one has some recreational interest. In many cases this interest may coincide with avocational interests and in some cases may even become a vocational interest. Revealings of table 9 are of secondary school students as found in interviews and questionnaires.

Statements and opinions of Educators and Industrialists:

The statements as given in the following paragraphs reveal, in a measure, the sentiment as related to the program of vocational education. These statements reveal only a small part of what might be done under a detailed and elongated campaign for an enlargement of the program leading eventually to the organization of a county trade school.

> A more equitable plan should be devised for training youth who will be employed in shops and factories.
>
> R. H. Tharpe
> Superintendent of Schools
> Konawa, Oklahoma

> I have observed the work at Bowlegs and think it is one of the finest things that can be offered where the district can afford it.
>
> Calvin T. Smith
> County Superintendent
> Seminole County

> I think such a program will be worth as much or more than any we might offer in our schools. We need to teach our youth how to make a living.
>
> I. D. Skinner
> Industrial Arts Instructor
> Prairie View School

It is my experience that high school aged youth are reliable and are willing to work. They lack practical experience which could be overcome partially by some specialized training in the line of work they intend to follow.

W. A. Price
Foreman
Mid-Continent Oil Company

Youth of high school age are fit physically, learn easily, and make progress readily, but tend to be spasmodic, have poor business morals or poor ethics, and are over ambitious for leadership without complete apprenticeship. This probably means that boys should be trained in two elements for their life work; skill in doing the job required of them, and appreciation of the work itself and of others doing the work.

J. J. S. Shores
Foreman
Mid-Continent Petroleum Corp.

Most of the beginners I employ are lacking in such things as penmanship and mathematics. They are also lacking in confidence and are hesitant in assuming responsibilities. It seems to me that some sort of specialized training program would eliminate these deficiences.

W. E. Huddleston
County Commissioner and
Superintendent of County
High Way Works

It seems to me that boys need more shop work for with this experience they could secure employment more easily.

T. F. Love
Superintendent
Road and Street Maintenance

More intensified education would be, in general, beneficial to youth seeking employment. It is perhaps a fact that youth does not take full advantage of training offered them

Bill Chase
Manager
Retail and Wholesale of Oil Products

It depends entirely upon the setup, but I think that a county trade school could be operated to a great advantage to the youth of our county if handled correctly.

Lloyd Nash
Industrial Arts and
Trade and Industrial
Shops Instructor

Yes, a county-wide trade and industrial school would reach more boys that are particularly interested in that phase of work; would be more economical to operate one large school than a number of small ones; and would provide for greater marketing of the trained product.

Howard Johnson
Industrial Arts Instructor
New Lima School

I think Seminole County would be making a very good step if it would organize a school of this type. This would give the youth of our county and state an even chance with the youth of the eastern part of the United States to whom the Technical Trade School is available.

James Duncan
Industrial Arts Instructor and
N. Y. A. Shop Supervisor
Cromwell School

There is no need of training more youth than can be employed. A school of considerable size, serving a larger area is what we need. Boys should attend high school and then enter a school of this type.

L. N. Reynolds
Industrial Arts Instructor and
N. Y. A. Shop Supervisor
Konawa School

Findings from Bibliographical Sources:

There was no bibliographical source of information on the number of people employed in the various trades by counties. However, it seemed permissible to take such statistics compiled for the State of Oklahoma for the year 1930, the last census year, and apply the figures obtained to the county. If these employees in the various trades or occupations were evenly distributed over the seventy-seven counties, the process of arriving at the number of such individuals in each county would be one of simple division.

Seminole County, in 1930, had 79,621 population; in 1920, 23,808; and in 1910, 19,964. For the same three years the State of Oklahoma had 2,396,040; 2,028,283; and 1,657,155, respectively. The average ratio of Seminole County to the State of Oklahoma on the basis of population for the three years stated is approximately 0.02 or one to fifty (1/50). (20:893)

For the three years 1937, 1935, and 1933, the total assessed valuation of real and personal property and of property of public service companies in the State of Oklahoma was $1,225,908,401.00; $1,232,928,286.00; and $1,232,731,121.00; for the same three years the total assessed valuation of the same items was $26,226,775.00; $30,248,327.00; and $29,413,540.00. The average ratio of Seminole County's valuation to the State's valuation is

0.023, or taken to the nearest one-hundredth, is 0.02, or again, one to fifty (1/50). (4:100)

Assuming that the number of workers or tradesmen in Seminole County bears the same ratio, 1/50, to the total number of workers or tradesmen in the State, and assuming that the number of industries in the county bears the same ratio to the number of industries in the State, one-fiftieth or two per cent of the total number of workers and two per cent of the total number of industries in the State may be said to be located in Seminole County.

Table 10 lists the machine operatives, by industries, in the factories of the State of Oklahoma. Table 11 lists the gainful workers ten years old and over, by occupations, not in factories, in the State of Oklahoma.

TABLE X

OPERATIVES IN OKLAHOMA FACTORIES BY INDUSTRIES

Industry	Workers	Industry	Workers
Trades*.....	100,244	Clay, Glass and Stone.....	720
Chemical & Allied	2,403	Lumber and Furniture.....	643
Iron and Steel, Machinery and Vehicles.....	2,219	Paper, Printing and Allied.....	315
Miscellaneous....	2,144	Textile.....	226
Food and Allied..	1,681		

* Trades as used above includes advertising agents, bankers, brokers, clerks, commercial travelers, decorators, deliverymen, floorwalkers, inspectors, insurance

agents, news boys, proprietors, real estate agents, retail dealers, salesmen, undertakers, wholesale dealers, and miscellaneous. (21:457)

TABLE XI

OCCUPATION STATISTICS FOR OKLAHOMA, 1930

Occupation	Workers	Occupation	Workers
Carpenters	13,945	Jewelers, Watchmakers, Goldsmiths, and Silversmiths	335
Mechanics	11,287	Cement Finishers	321
Engineers, (stationary)	10,840	Millers	316
Painters and Glaziers	5,620	Upholsterers	303
Machinists	4,131	Printers	245
Blacksmiths	4,017	Molders	227
Electricians	2,897	Cabinet Makers	225
Plumbers and Gas Steam Fitters	2,528	Paper Hangers	217
Builders, & Building Contractors	2,163	Roofers and Slaters	212
Dressmakers and Seamstresses	2,135	Structural Iron Workers	203
Foremen and Overseers	1,973	Sawyers	154
Masons and Tile Setters	1,733	Stone Cuttlers	118
Compositers, Linotypers, & Typesetters	1,715	Electrotypers, Sterotypers, & Lithographers	76
Bakers	1,533	Millwrights	75
Firemen (except locomotive and fire dept.)	1,153	Filers, Grinders, Buffers and Polishers	73
Boilermakers	1,025	Piano and Organ Tuners	61
Plasterers	963	Pattern and Model Makers	60
Tailors	869	Engravers	55
Oilers of Machinery	560	Glass Blowers	48
Tinsmiths	484	Coopers	30
Cranemen, Derrickmen & Hoistmen	386	Toolmakers	17
Furnacemen and Smeltermen	372	Rollers and Roll Hands	11
		Loom Fixers	8
		Dyers	4

TABLE XII

CALCULATED OCCUPATION STATISTICS FOR SEMINOLE COUNTY
(with trainee quota)

Occupation	Workers	Trainees	Occupation	Workers	Trainees
		(from Table 10)			
Trades	2,005	401	Food and Allied	38	7
Chemical and Allied	48	10	Clay, Glass and Stone	14	3
Iron and Steel, etc.	44	9	Lumber & Furniture	13	3
Miscellaneous	41	8	Paper, Printing, etc	6	1
		(from Table 11)			
Carpenters	279	56	Plasterers	19	4
Mechanics	226	45	Tailors	17	3
Engineers (stationary)	217	43	Oilers of Machinery	11	2
Painters & Glaziers	112	22	Tinsmiths	10	2
Machinists	83	17	Cranemen, etc	8	2
Blacksmiths	80	16	Smeltermen, etc	7	1
Electricians	58	12	Jewelers, etc	7	1
Plumbers, etc	50	10	Cement Finishers	6	1
Builders, etc	43	9	Millers	6	1
Dressmakers, etc	43	9	Upholsterers	6	1
Foremen & Overseers	39	8	Printers	5	1
Masons & Tile Setters	35	7	Molders	5	1
Compositers, Linotypers	34	7	Cabinet Makers	5	1
Bakers	31	6	Paper Hangers	4	1
Firemen	23	5	Roofers & Slaters	4	1
Boilermakers	20	4	Structural Iron Workers	4	1

Table 12 was constructed to show the number of men located in Seminole County for each trade or occupation. These figures were arrived at by applying the ratio of 1/50, previously discussed, to the figures in Table 10 and Table 11. Table 12 contains an additional column of figures showing the number of youths that may be trained in each of the various trades, or the number that may be enrolled in each of the various trade classes. These figures are arrived at by allowing one trainee for every five workers in the trade.

CHAPTER V

PROPOSALS, IN LIGHT OF FINDINGS AND POSSIBILITIES PROVIDED IN STATE PLANS

A Suggested Name for the School:

First of all, it is proposed that the school be known by the name of the Seminole County Trade School, Seminole County, Oklahoma.

Reference at this point to Chapter VI of this thesis will show that many of the States have Trade Schools, that certain ones have County Trade Schools.

Because of unfavorable acceptance of the County Unit plan for the administration of public schools, it is perhaps wise to mention here that a Trade School organized on the County Unit plan would have no connection with the operation and administration of the public school system.

A Suggested Location of the School Within the County:

Seminole county is approximately rectangular in shape and is twenty miles at its greatest width by forty miles at its greatest length. Should straight lines be drawn, connecting opposite corners of the county, the center, thus located, would be in and easily accessible to the most highly industrialized part of the county. It would be almost equally distant from the two largest cities in the county, Seminole and Wewoka. Electricity, natural gas, and water would be easily available. Furthermore.

roads and highways are already established.

A Suggested Type of Program:

The question might well be raised at this point:

What types of schools or classes are offered for journeymen and apprentices?

There are many different types of schools or classes. Some of the more important are as follows;

1. Evening schools or classes;
2. Part-time trade Extension schools or classes;
3. Cooperative part-time trade preparatory schools or classes;
4. Day unit trade or general industrial schools or classes; and,
5. Continuation schools or classes. (11:5)

The purpose of the evening school is to serve workers over sixteen years of age who are already employed or are temporarily unemployed. School plant and equipment provided varies with the type of work offered and are subject to approval by the State Supervisor of Trade and Industrial Education. Short and intensive unit courses are preferred.

The purpose of part-time trade extension schools or classes is to increase the vocational intelligence of workers over sixteen years of age who have entered into employment. This program usually includes 144 clock hours classwork per year or about four hours per week for nine months. The work is largely related to the daily work of the enrollee. Cooperative part-time and continuation schools and classes are included in this type in the State of Oklahoma.

The other type, called day-unit schools or classes, in Oklahoma, includes unit trade, and general industrial schools or classes. The unit trade school purposes to 'fit the individual for useful employment' and the general industrial, to 'prepare for employment in any one of a series of related trades or industrial pursuits as an advanced apprentice'.

A trade school, then, may offer classes to individuals; (1) who are already employed, (2) to those who have never been employed preparing them for initial employment, and (3) to other individuals to prepare them for entrance into a trade as an apprentice. The minimum age in the State of Oklahoma in all cases is sixteen years.

For the proposed Seminole County Trade School, then, the following type program is suggested; (1) a division of evening trade extension classes including foremanship training classes; (2) a division of part-time classes including trade extension part-time classes, general continuation part-time classes, trade preparatory part-time classes, and cooperative part-time classes, and (3) a division of day trade classes including unit and general industrial classes. Stated in other words, the school would have a threefold purpose, namely, first to continue the training of persons already employed, second, offer pre-apprentice training, and third, offer apprentice training leading to employment.

It is the aim of the writer to deal with the curricula of the school and to present a list of trades and subjects that are recommended for the Seminole County Trade School. Chapter VI lists and treats in detail twenty-three different trades that were offered in trade schools of the United States in general during the year 1936-1937. Figure 24 gives the list of different trade courses offered in the trade schools and classes in Oklahoma for the same year. In addition to the specific trades taught in the trade school, such related subjects as mathematics, science, English, Drawing, Chemistry, citizenship, labor problems, community problems, and economics are also a vital part of the curricula.

In other words, the school should give training in skills in the particular trades for which training is offered, and should also, and to no less degree, instruct the trainees in fields of knowledge related to their trade so that the result will be an individual well trained in his trade and also in the art of cooperating with and living with his fellowworkers.

> If vocational education is in any sense to serve as a training ground for young candidates for industrial employment, it can hardly be said to be doing its job, by any educational test whatsoever, if it fails to prepare them for industrial life with a good working knowledge of economics, all aspects of the employment situation, modern labor relationships, collective bargaining, and other sociological factors which affect their welfare. (19:266)

The school should include in its curricula such courses as are required for high school graduation, but should make the courses, in content, more practical and more closely related to the various trades taught than is the case with these same courses as taught in the regular high school.

> Employers agree with labor that the trade school method is inadequate. In an interview with a staff member of the Advisory Committee, The Secretary of the Metal Manufacturers Association of Philadelphia stated that a great deal of money was wasted in trade classes since the training given was inadequate even for a pre-apprenticeship program and the boys he had seen were far inferior to those who had a general high school education. (19:260)

The above quotation seems to suggest the advisability of combining the good points of the general high school education with the training of the trade school.

Again, the age at which youth is accepted into industrial employment, and the fact that reasonably permanent employment is required of trainees imply that vocational training should begin late in the high school career of the individual, or after high school graduation; at least, not until after some trade employment is secured.

> Labor might be disposed to accept trade school boys as apprenticeship candidates if it were not by so doing condoning this system of which in essence it disapproves. A boy who takes the trade school course loses at least two years of high school time that should be devoted to general education. This is an unjustifiable waste of human material. Even if the trade training job was well done, the sacrifice of this school time would not be justified. When the time is lost only to give him a mistraining in a trade, labor feels that this educational policy is doubly deplorable. (19:273)

In summary, the program of the proposed Seminole County Trade School wouls offer; (1) training, of a continuation nature, to individuals sixteen years old and over, who are employed and desire additional training, in subjects which are supplemental to daily employment, ad conducted at times when workers are able to attend; (2) training on a part-time basis, including apprenticeship training, to individuals sixteen years old or over, who have entered into employment, planned to increase skill and knowledge in the occupation which the worker is following; and, (3) training on the unit trade basis, to individuals sixteen years old and over, through instruction on a pre-apprenticeship level, providing for entrance into a trade or industrial pursuit as advanced apprentice.

Curricula Suggestions:

Table XII shows a computation of the number of persons Seminole County might equitably train in the various trades existing in Oklahoma at the taking of the last census. A number are not included in the suggested curricula for the reason that too few are allowable.

Though not directly quoted, the Oklahoma State Plans for Trade and Industrial Education are closely followed in setting up the curricula proposals.

Content of many of the several courses suggested has been organized and is being presented in several

schools. Course content is as important to courses as curriculum content is to the curricula. However, the writer feels that since much content material is already available no further mention of it need be made here.

I. EVENING TRADE EXTENSION CLASSES: -- see page 45, (1)

The extent of the offering in this division of the program will depend upon the demand for this particular type of instruction, No doubt, the demand would be small to begin with but would increase rapidly wfter workers onee learn of its availability and after its merits are established. A suggested list of subjects in which this type of instruction might be offered is given below.

I. Shop Instruction

1. Building Custodian
2. Fire Service Training
3. Oil and Gas Production
4. Petroleum Refining
5. Painting and Decorating
6. Internal Combustion Engines
7. House Wiring
8. Air Conditioning
9. Heating
10. Safety Practices

II. Related Instruction

1. Applied Mathematics
2. Related Science
3. Principles of Electricity
4. Applied or Practical English
5. Principles of Bookkeeping
6. Related Labor Problems
7. Principles of Insulation
8. First Aid
9. Sanitation
10. Decoration

The courses under this type are usually short and intensive, ranging in length from six to forty-eight hours. Reference is made here to the Oklahoma State Plans, page 14, and to the Trade and Industrial Education Bulletin number 17, page 36.

II. PART-TIME CLASSES: -- see page 45, (2)

I. Shop Instruction

1. Safety Practices
2. Building Custodian
3. Construction Supervision
4. Foremanship Training
5. Fire Service Training
6. Oil and Gas Production
7. Petroleum Refining
8. Internal Combustion Engines
9. Painting and Decorating
10. Heating and Insulating

II. Related Instruction

1. Applied Drawing
2. Principles of Science
3. Applied Mathematics
4. Applied Business English
5. Related Civics
6. Personal Hygene
7. Elements of Success
8. Principles of Electricity
9. History of Trade
10. Elements of Satety

Interest in this type of work should manifest itself readily on the part of trainees who will be anxious to increase their knowledge and skill in the trade they are working at. Furthermore, many individuals will want to receive training in fields related to the one in which they are employed, anticipating new employment or promotion. Reference is made here to the Oklahoma Plans, pages 19 to 39, and to the Vocational Bulletin Number 17, page

46. The Oklahoma State Plans for Trade and Industrial Education, available from the State Director of Trade and Industrial Education, Mr. L. K. Covelle, Stillwater, Oklahoma, give sample type courses under this type of work as well as under evening trade extension and unit trade.

III. DAY-UNIT TRADE CLASSES: -- see page 45, (3)

> In addition to the minimum of fifteen hours for shop work in a thirty-hour week, there must be offered a course in related subjects of not less than 7½ hours per week. . . . . remainder of the time shall be devoted to non-vocational subjects.
>
> . . . . . length of the term shall not be less than 36 weeks. . . . actual number who DO enter the trade trained for shall be the final test of the efficiency and need of this school. (7:39-42)

The Oklahoma State Plans contain suggested types of courses of study for day-unit trade classes. They need not be presented here. From table XII is taken the following list of suggested trades to be offered in this type of instruction.

Suggested Trades

1. Carpentry
2. Auto Mechanics
3. Stationary Equipment Engineers
4. Painting, Glazing and Decorating
5. Machinist
6. Blacksmithing
7. Electrician
8. Plumbing
9. Printing (including compositing etc)
10. Masonry and Tile Setting (including clay, glass and stone)

Related subjects are the same for this type of work as are listed under I and II.

Suggestions as to Financing the School:

> . . . . . The State of New Jersey has pioneered in this field. In 1913 a law was passed permitting vocational education to be organized on the county unit plan. . . . In New Jersey the county vocational schools are administered under a county board of five members appointed by the county Supervisor, which has the right to levy taxes to support such schools. (21:243)

If a city should operate a school it must meet the cost of the operation of that school. Likewise, in the operation of the county school, the county must meet the financial needs incident to the erection and operation of the county school. However, under Federal Acts (see ChapterI), the county, or any local unit of government, may be reimbursed from Federal funds, for certain per cents of certain items of expense, provided the standards and requirements set up by the Federal Government are complied with. Some of these standards are listed below.

1. The school or class must be under public supervision and control.
2. Federal funds must be matched either by funds from the State, the local community, or both.
3. Federal funds cannot be used for buildings and equipment. They can only be used for salaries of the instructors.
4. Instructors must be qualified.
5. In evening classes the enrollment is confined to persons over sixteen years of age who are employed in the trade or occupation for which they are to receive instruction.
6. The instruction of each school or class receiving Federal Aid under national act must be of less than college grade.
7. At least one-third of the sum appropriated from Federal funds must, if spent, be applied to part-time schools or classes. (11:3)

By levying taxes the county must raise money for the erection of buildings and the purchase and installation of equipment. On a matching basis the Federal Government will assist in meeting the cost of instruction, provided certain standards, previously mentioned, are maintained.

Of course, it should be understood that the county could organize and conduct the trade school unassisted by any outside agent and thereby be free from outside regulations. However, after the plant is established the greastes single item of recurring cost is for salaries of instructors, and the county should be content to abide by regulations which are, in the main, wholesome in order to be able to share the cost burden with some one else.

Suggestions for Administration and Teacher Personnel:

The County Trade School idea has been in practice in the State of New Jersey for near a quarter of a century. From the experience of this State, statements are taken pertaining to the administration of the program.

> . . .Is well known that many communities that are classified as urban by the Federal Census are to small to conduct unit trade schools. One practical way to overcome this is to make the county, rather than the city or local school district, the unit of administration.
>
> The State of New Jersey has pioneered in this field . . . . the county vocational schools are administered under a county board of five members appointed by the County Supervisor. . . . Wesley A. O'Leary was their first director. . . . (21:243)

It is suggested for the proposed Seminole County Trade School that there be a County Board of Directors appointed by the County Superintendent, who shall select and employ a director who shall be at the head of the school. The director should be employed on a basis of one year. The board should be appointed for overlapping terms so that an entirely new board would be impossible.

There is also suggested an assistant director, part of whose duties might be that of instructor. In addition there should be an instructor for each trade shop, and a sufficient number of related subjects instructors to adequately and efficiently present whatever instruction of this nature as may be incorporated in the curricula. A definite statement as to the number of instructors would be impossible here. These Instructors, regardless of their teaching field, should be carefully selected, following standards set forth in the State Plans.

Many tasks of a more or less unpleasant nature will have to be met. Public confidence and support will have to be won; at first, housing facilities will be far from ideal; enrollees will be largely of an undesirable type until the program has developed a degree of standards; helpful relations with industry will have to be established; and, the instructional staff will have to be developed to meet problems incident to the program.

> . . . In the short space of about a decade that system of county vocational schools has developed, overcome obstacles, and won public confidence to the point where the city of Newark turned over its fine vocational school to the county and now the county schools have practically full charge of vocational education in the county. (21:243)

Suggestions Concerning Enrollees:

First of all it should be understood that this type of school serves only those individuals who have reached the age of sixteen, who have entered into some form of employment, and who want additional training in fields related to the work they do, except in the case of the day-unit trade classes.

There is really no limitation to the number of enrollees who may be instructed in evening classes and part-time classes. Their organization is not dependent upon placement of apprentices. These two types of classes may be and should be offered to as many workers as may desire to enroll in them.

Enrollees in the day-unit classes must also meet the age requirement, Employment needs in the trades or occupations provides the other limiting factor. It is practical to use the ratio of one trainee to five workers in the trade. This ratio was used in the development of table 12. In other words, the number of trainees in the school will be limited in this type of class because of the limited number of workmen in the trade in the area.

Any person in the county should be permitted to attend provided that they meet entrance requirements, of which others than those set forth in the State Plans may be set up. Of course, a minimum of requirements would be advisable at the outset withose to be subject to revision, increase or decrease in number, as time and experience call for such revision.

Tuition should be free to all residents of the county, and a reasonable charge should be collected from all non-residents. This would be only a fair proposition since individuals outside the county would not contribute toward the support of the institution. Furthermore, Struck, in his Foundations of Industrial Education, points out the Essex County Vocational Schools as examples of this practice.

Though the proposed school is thought of by the writer as being for boys, a similar school for girls would be essentially the same but entirely separate from the boys' school. There are some examples of cities where both boys and girls attend the same vocational school, usually a technical high school, but where the school is somewhat isolated as would be the case of the county trade school, the most prevalent practice is to have boys and girls in separate schools. Reference is made here to Chapter VI of this thesis, the latter part, which substantiates this statement

The mimimum age requirement under the Federal Act is fourteen years. However, it is suggested that the proposed school set this requirement at sixteen. Joseph W. Flemming, in "Predicting Trade School Success", (14: 315-18) states that boys entering the trade school between the ages of fourteen and fifteen years of age stay the longest. Industry will not employ youth under eighteen years of age and often not under twenty-one. So, the regular high schools should keep the youth until he has reached the age of sixteen or has graduated, then two years of trade school experience would bring him to the point of acceptance into employment, better founded both from the standpoint age and training.

CHAPTER VI

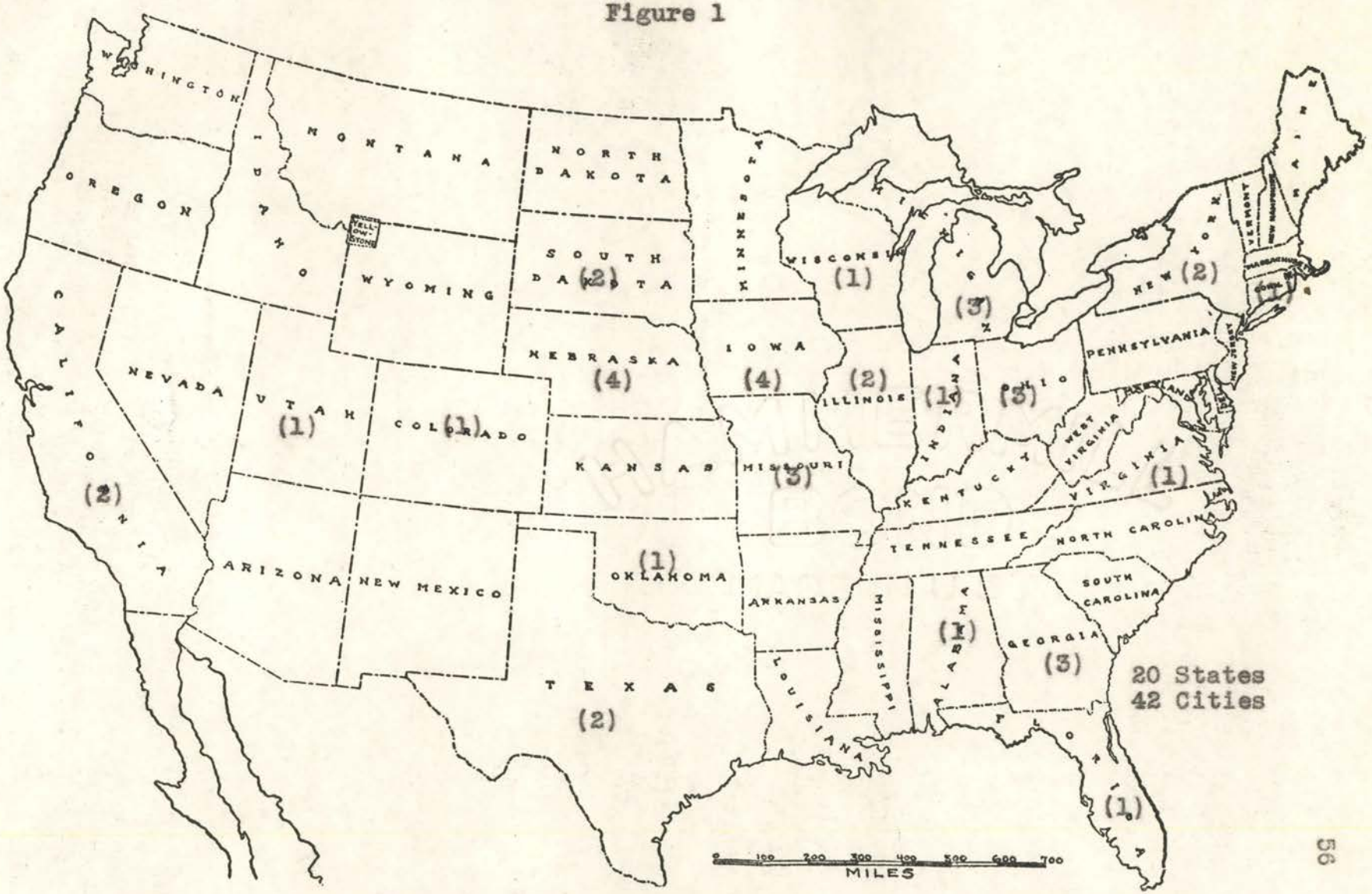
OTHER SCHOOLS AND PROGRAMS

Trade Instruction Offered in the Several States and Territories:

As explained in the various acts concerning vocational education, the grants and privileges of the acts are uniform for all States and out-lying Territories. It seemed to the writer that following the proposal of a program for a specific locality some information should be given on what the other States have in the way of vocational education. From the Miscellaneous Bulletin Number 2063, Lists of Cities in which Federally Aided Instruction was Given by Public School Boards During the Year Ended June 30, 1937, Office of Education, Washington, D. C.; and the Directory of Trade and Industrial Schools, Federal Board of Vocational Education, Washington, D. C., 1930, material has been gathered and is presented in this chapter to show what these States and Territories have done and are doing in the program of trade and industrial education. 1937 is the latest year for which this information is available.

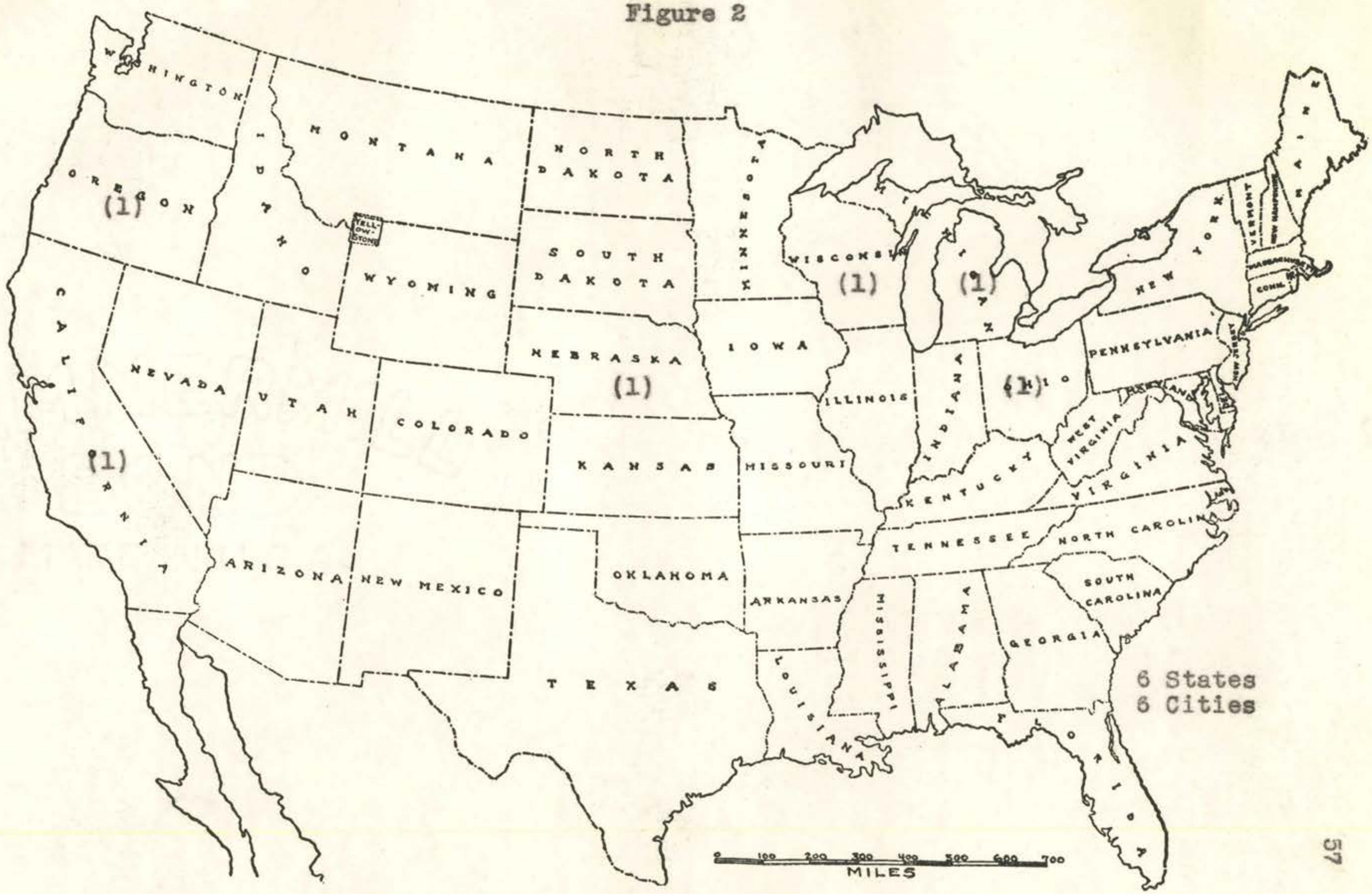
Figures 1 to 23 inclusive are outline maps or the United States, into the States of which has been written figures showing the number of cities or school systems that offer instruction in the several trades listed for that year. Each map is labelled to fully explain what it purposes to show.

Figure 1



Number of Cities or Schools by States in Which Federally Aided Vocational Instruction was Given in AIR CONDITIONING in the Public Schools During the Year Edning June 30, 1937.

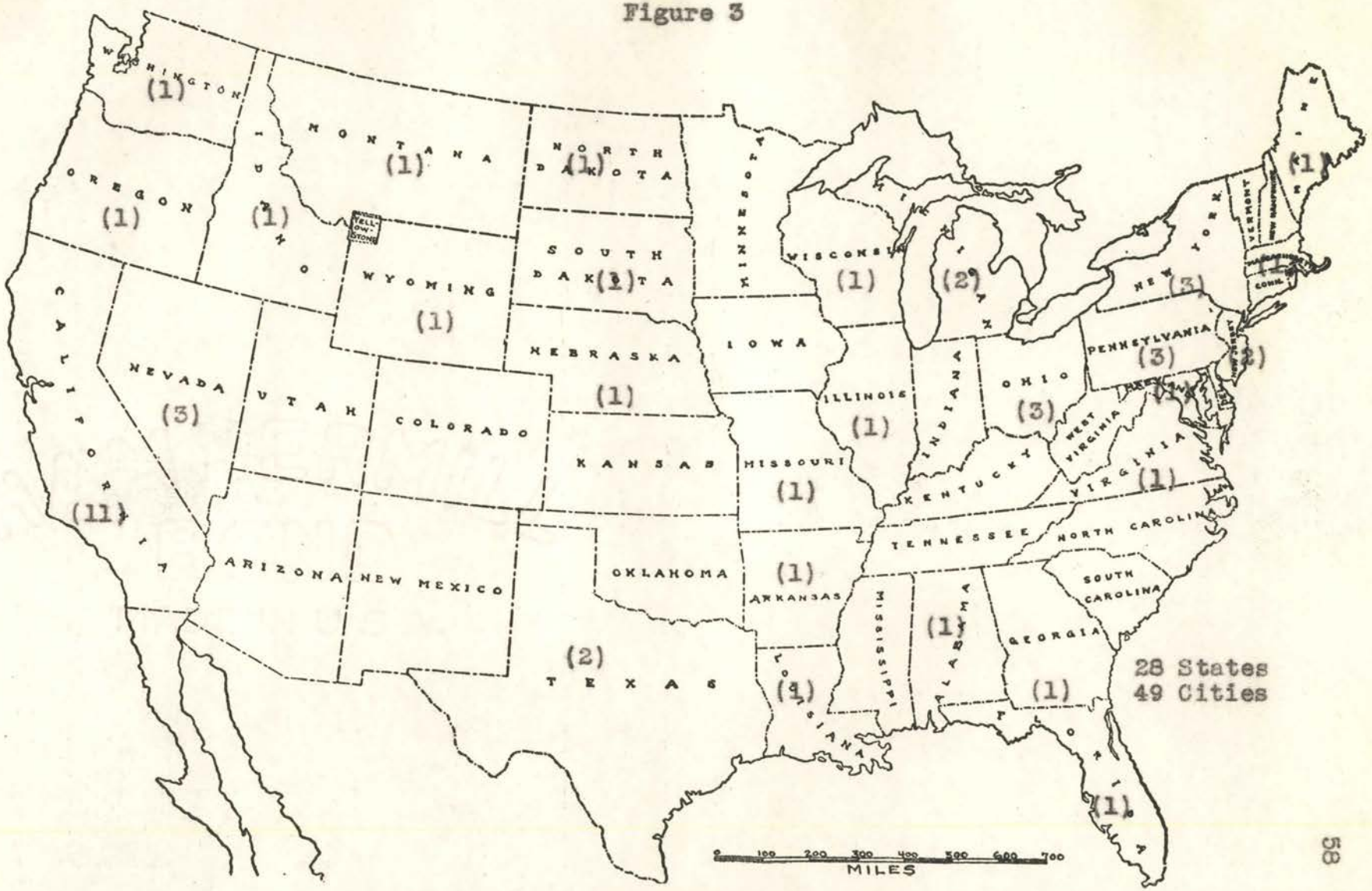
Figure 2



57

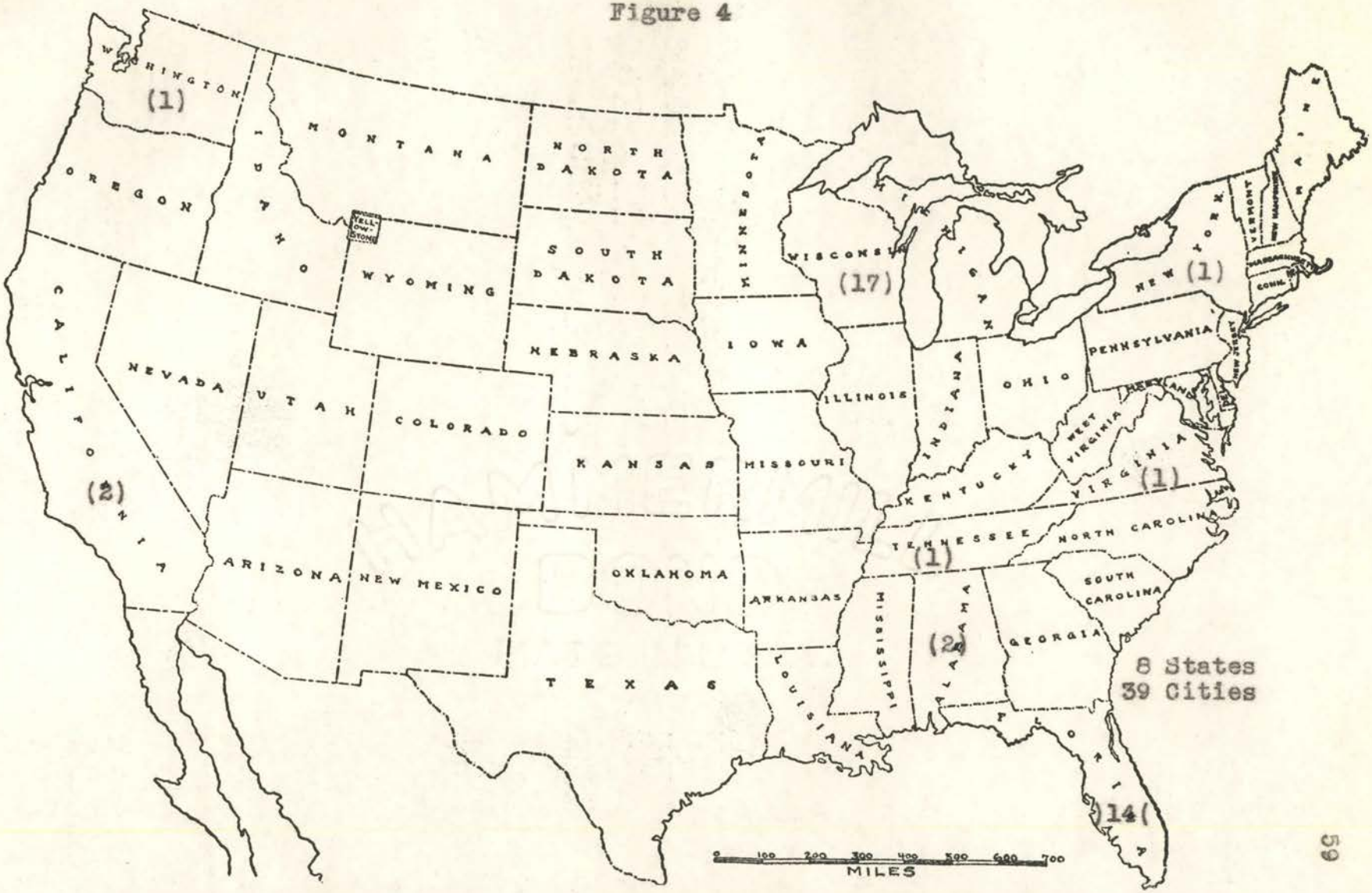
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in HEATING AND VENTILATING in the Public Schools During the Year Ending June 30, 1937.

Figure 3



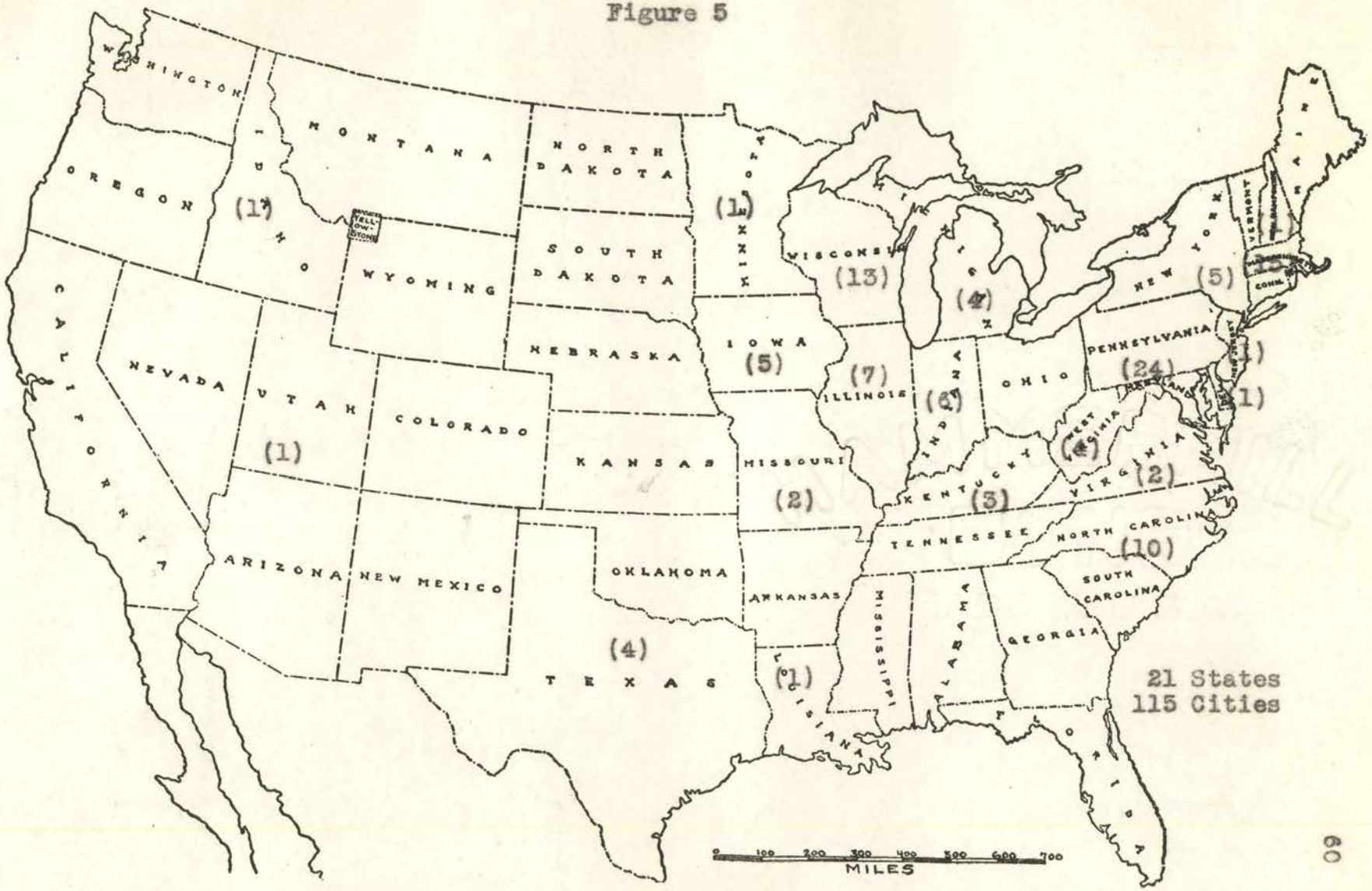
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in AVIATION INSTRUCTION in the Public Schools During rhe Year Ending June 30, 1937.

Figure 4



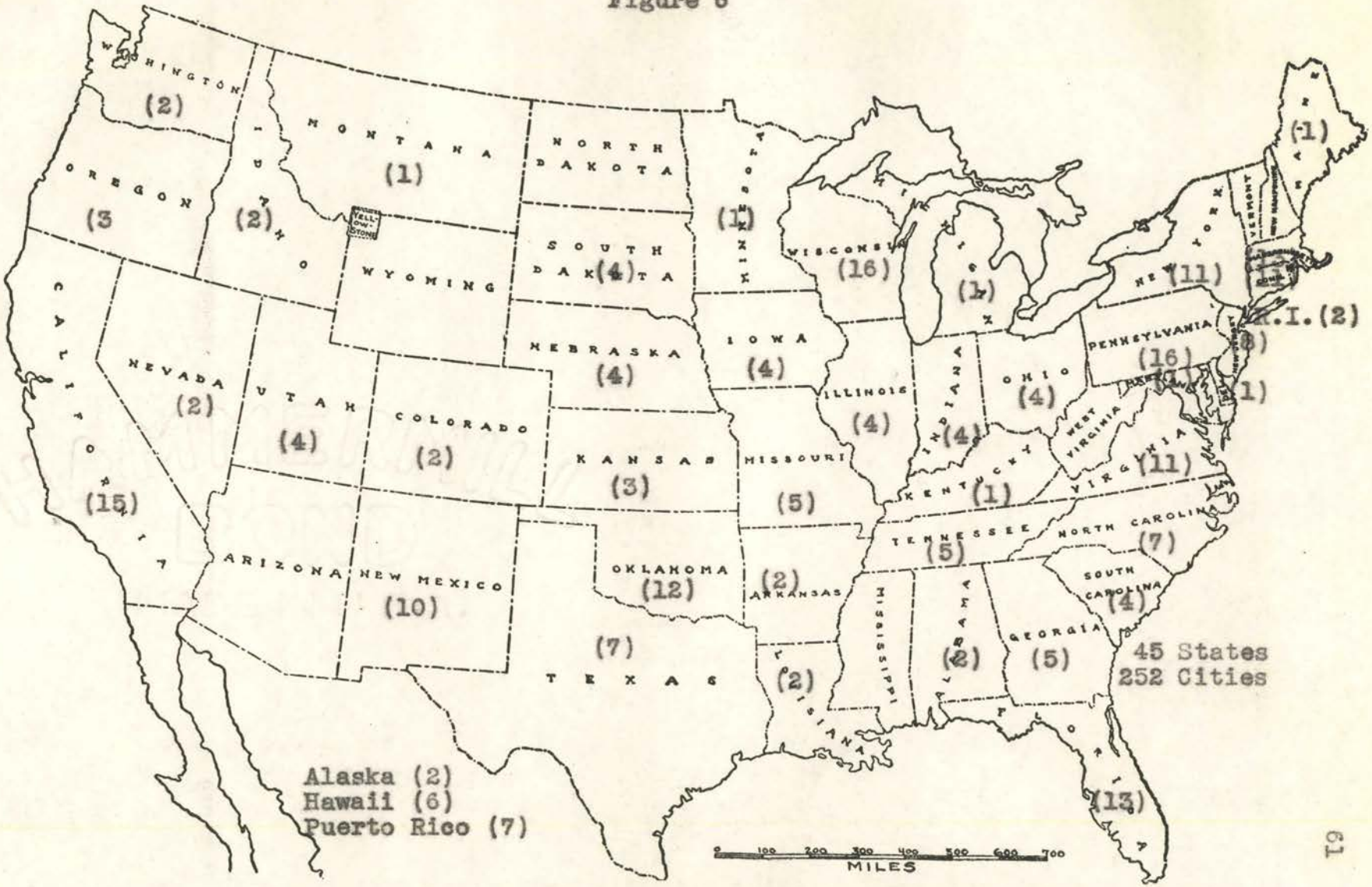
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in BARBERING in the Public Schools During the Year Ending June 30, 1937.

Figure 5



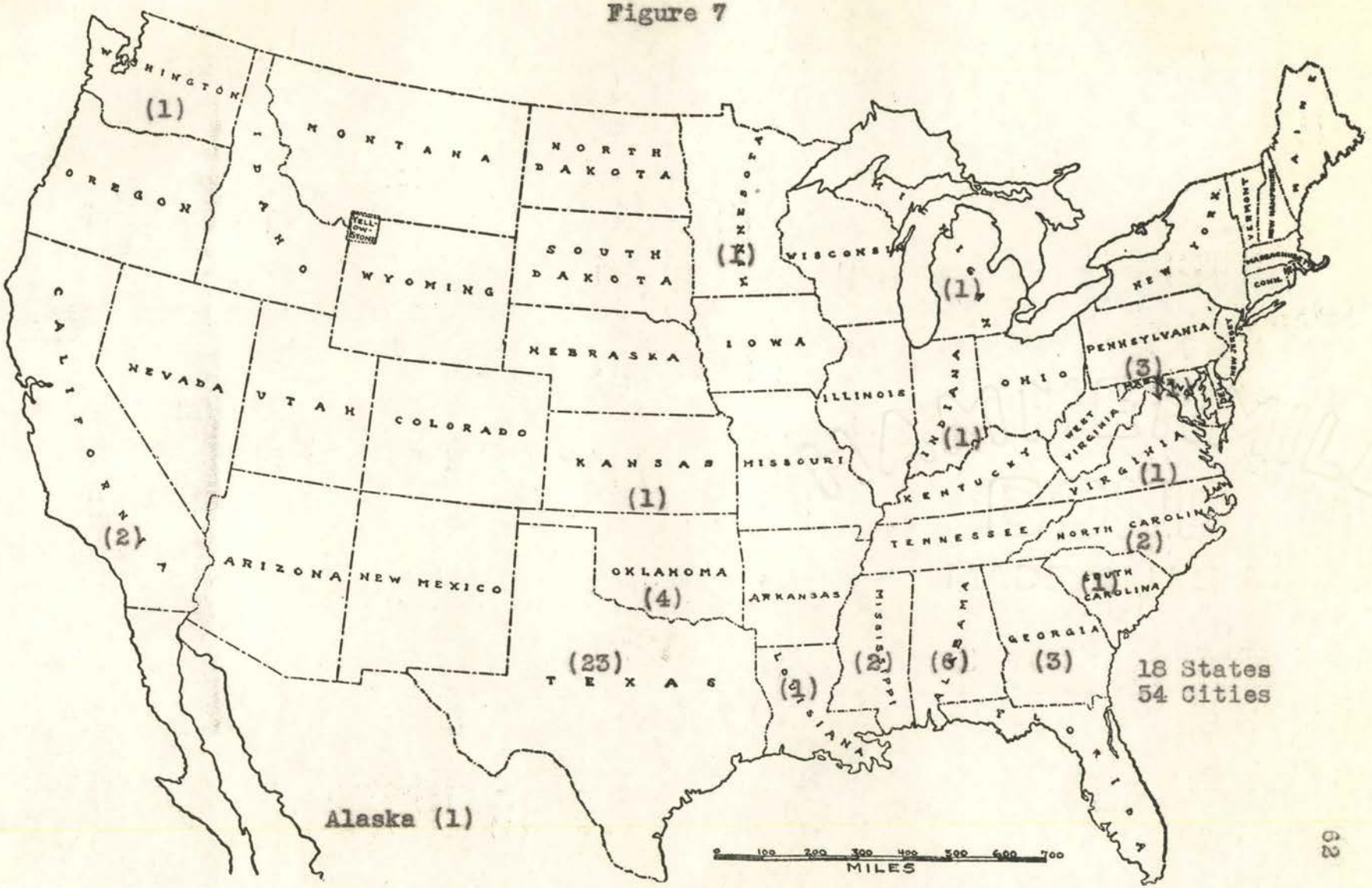
Number of Cities or Schools by States in which Federally aided Vocational Instruction was Given in CABINET MAKING in the Public Schools During the Year Ending June 30, 1937.

Figure 6



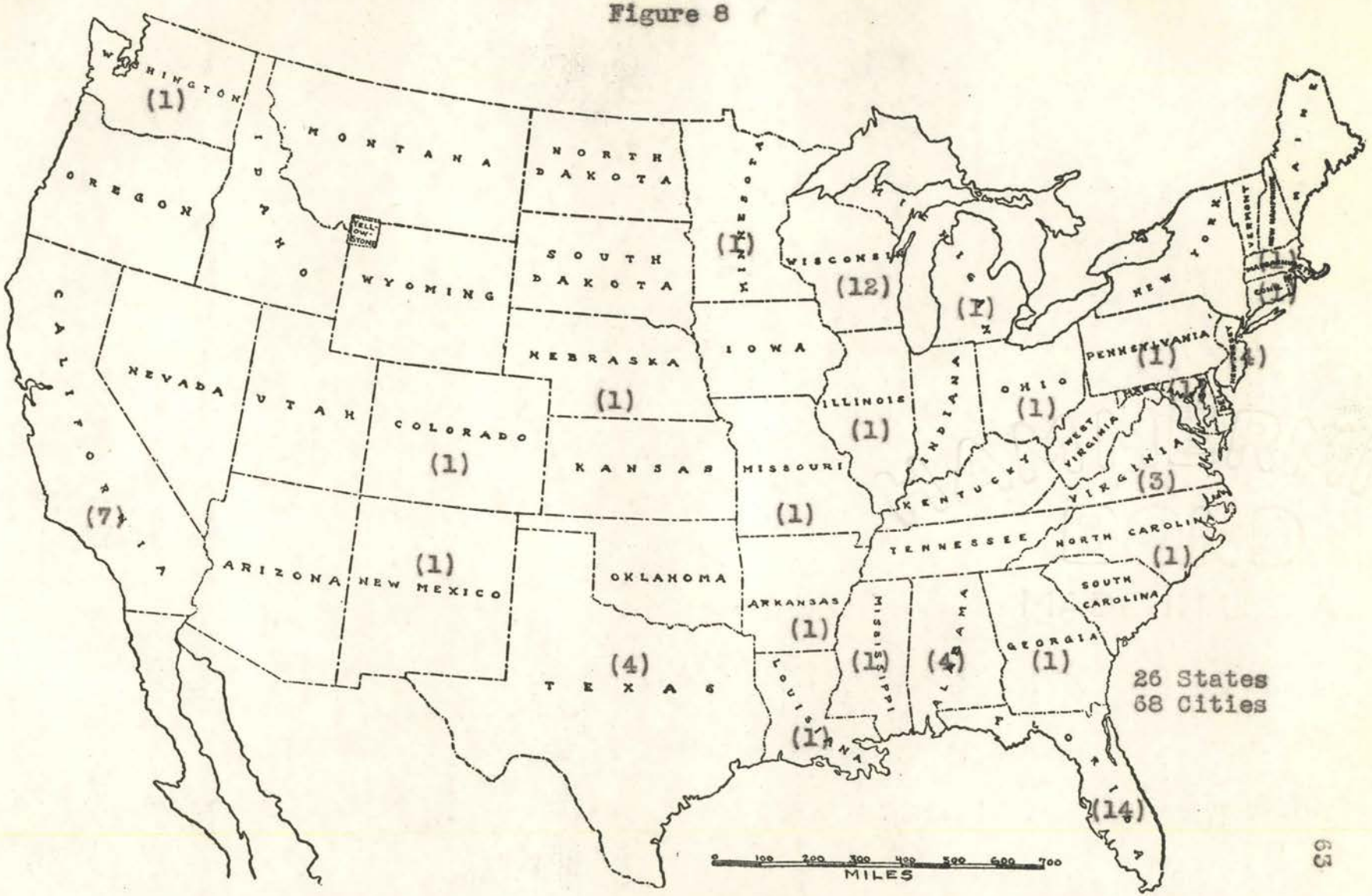
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in CARPENTRY in the Public Schools During the Year Ending June 30, 1937.

Figure 7



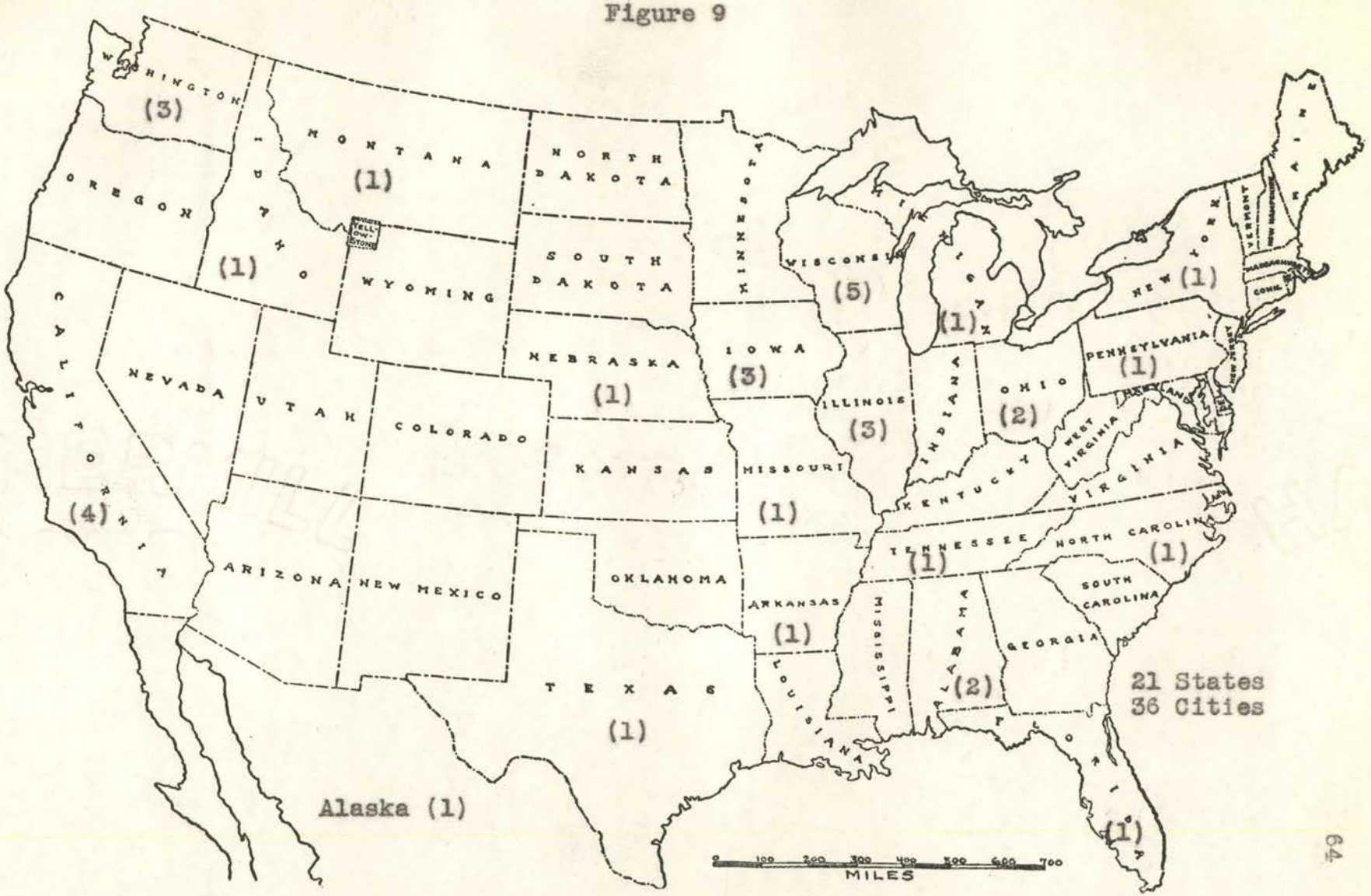
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in COOKING in the Public Schools During the Year Ending June 30, 1937.

Figure 8



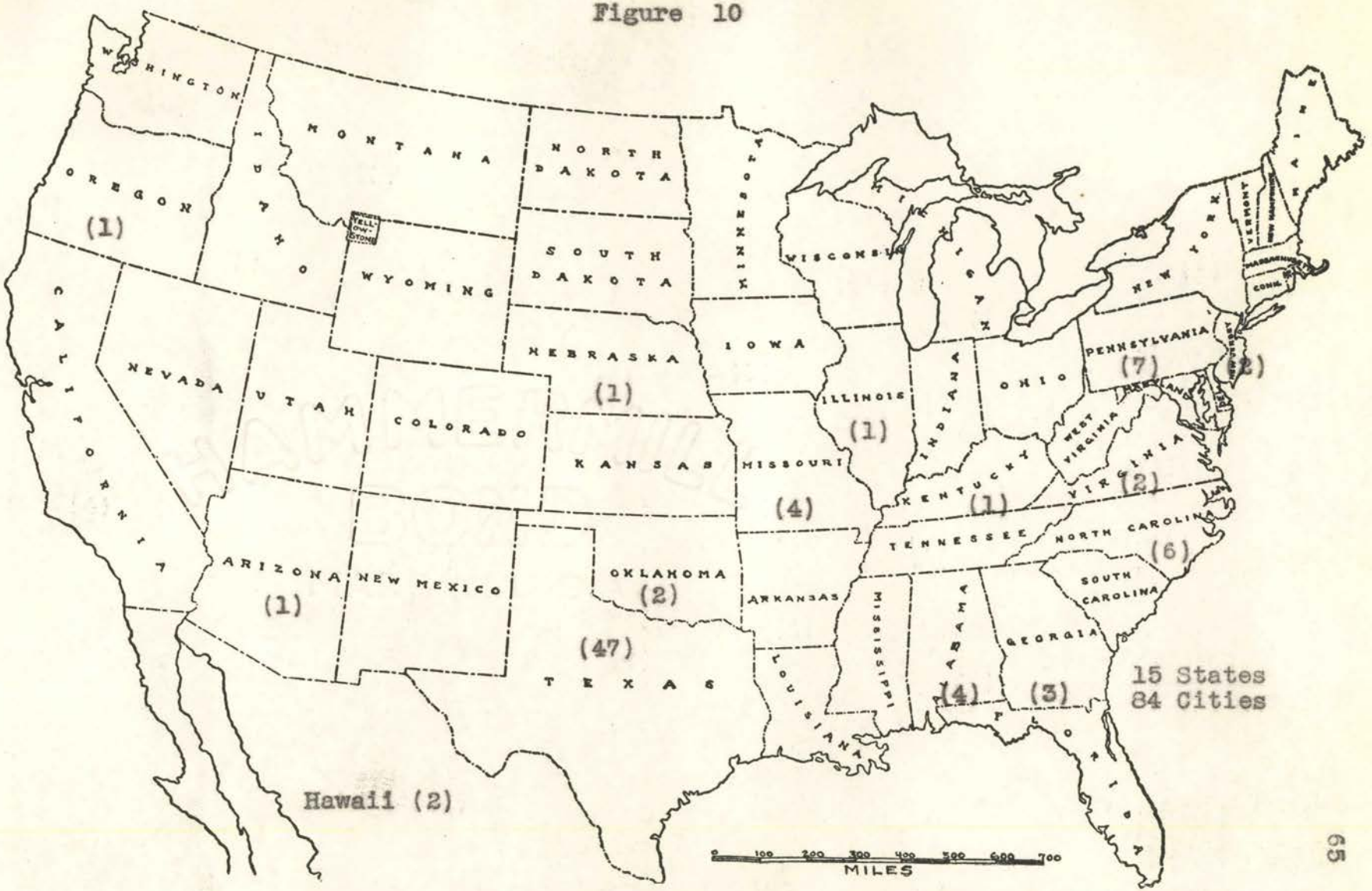
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in COSMETOLOGY in the Public Schools During the Year Ending June 30, 1937.

Figure 9



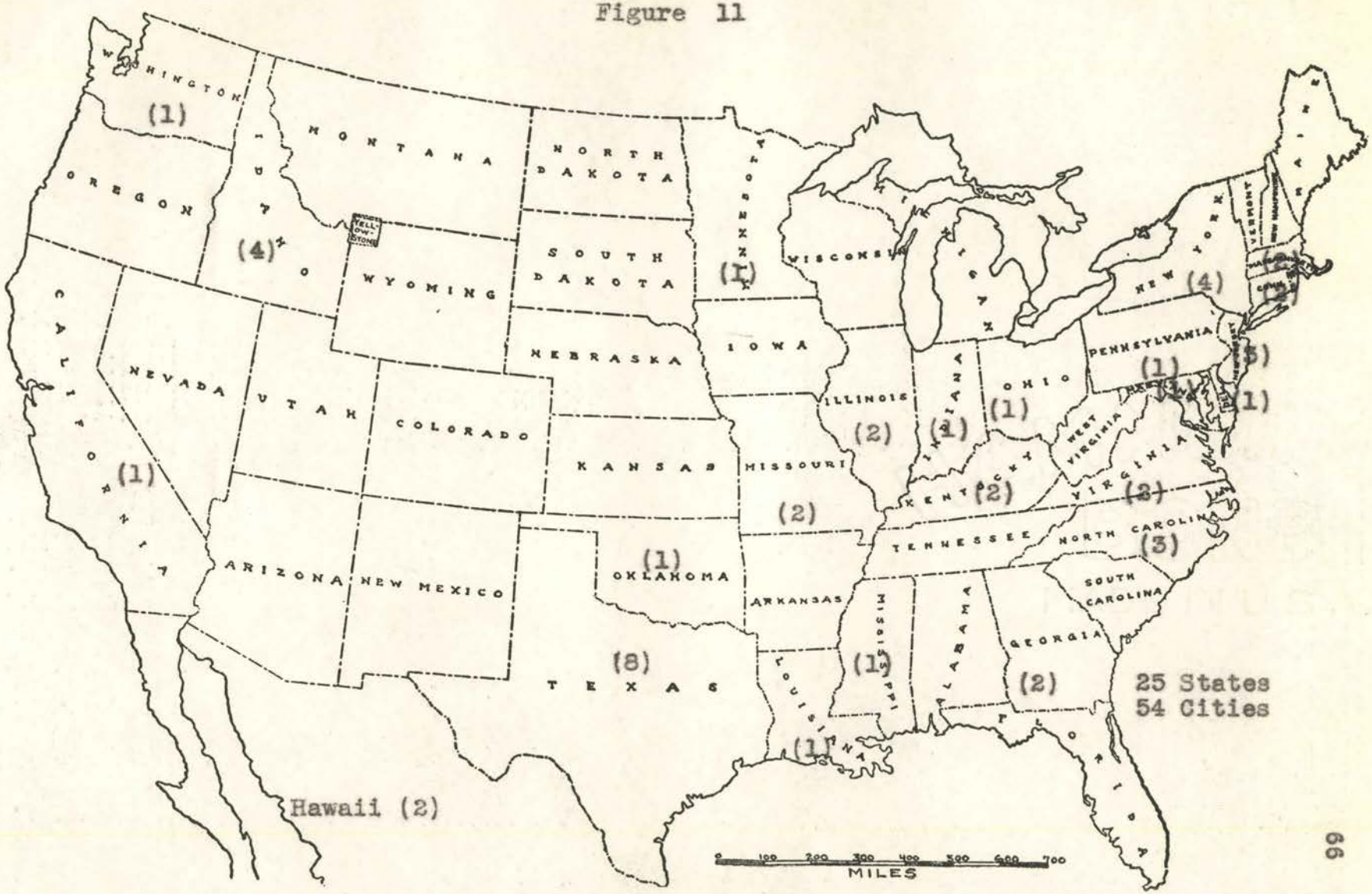
Number of Cities ir Schools by States in which Federally Aided Vocational Instruction was Given in DIESEL ENGINE WORK in the Public Schools During the Year Ending June 30, 1937.

Figure 10



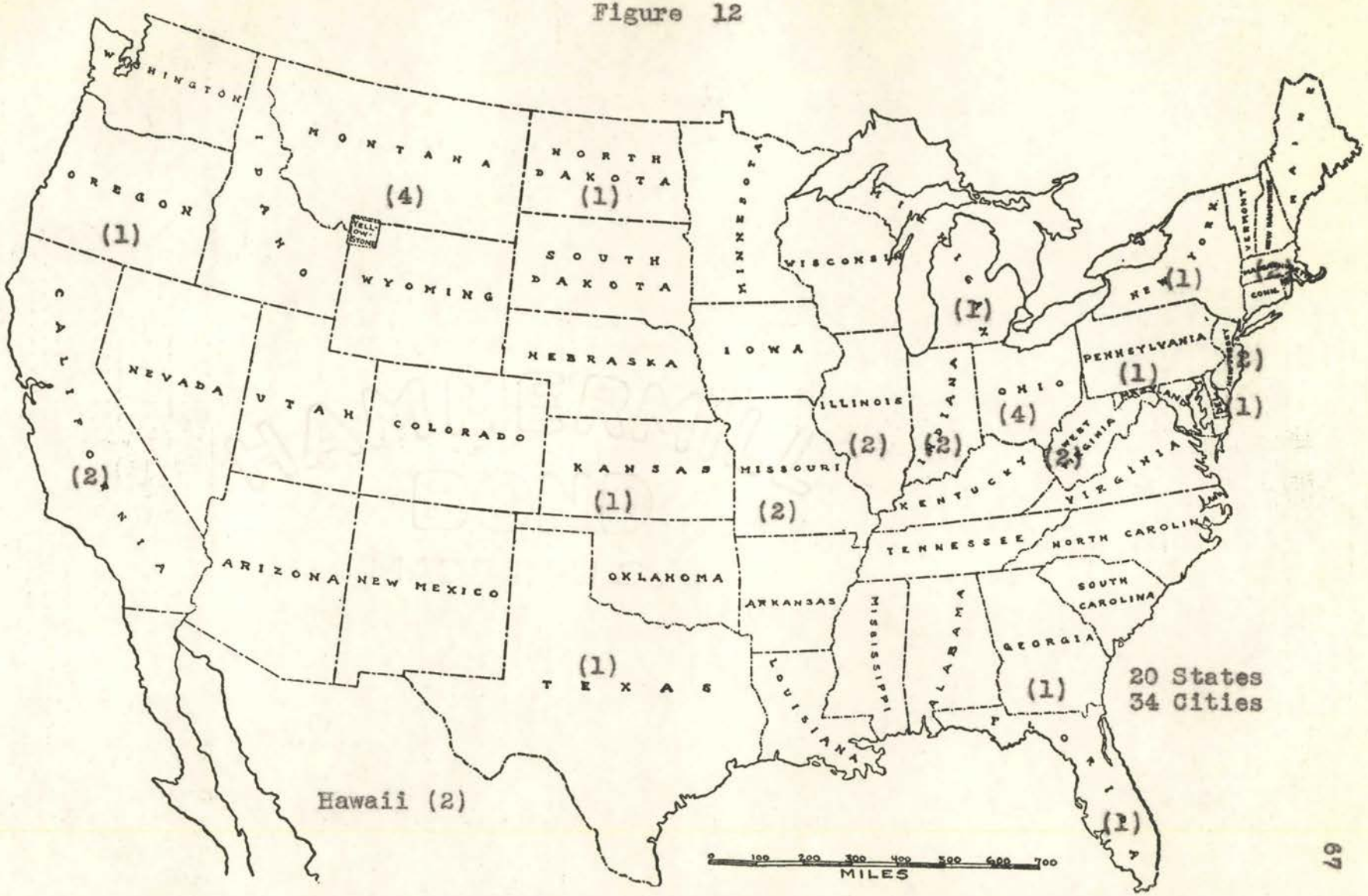
Number of Cities or Schools by States in Which Federally Aided Vocational Instruction was Given in DOMESTIC SERVICE in the Public Schools During the Year Ending June 30, 1937.

Figure 11



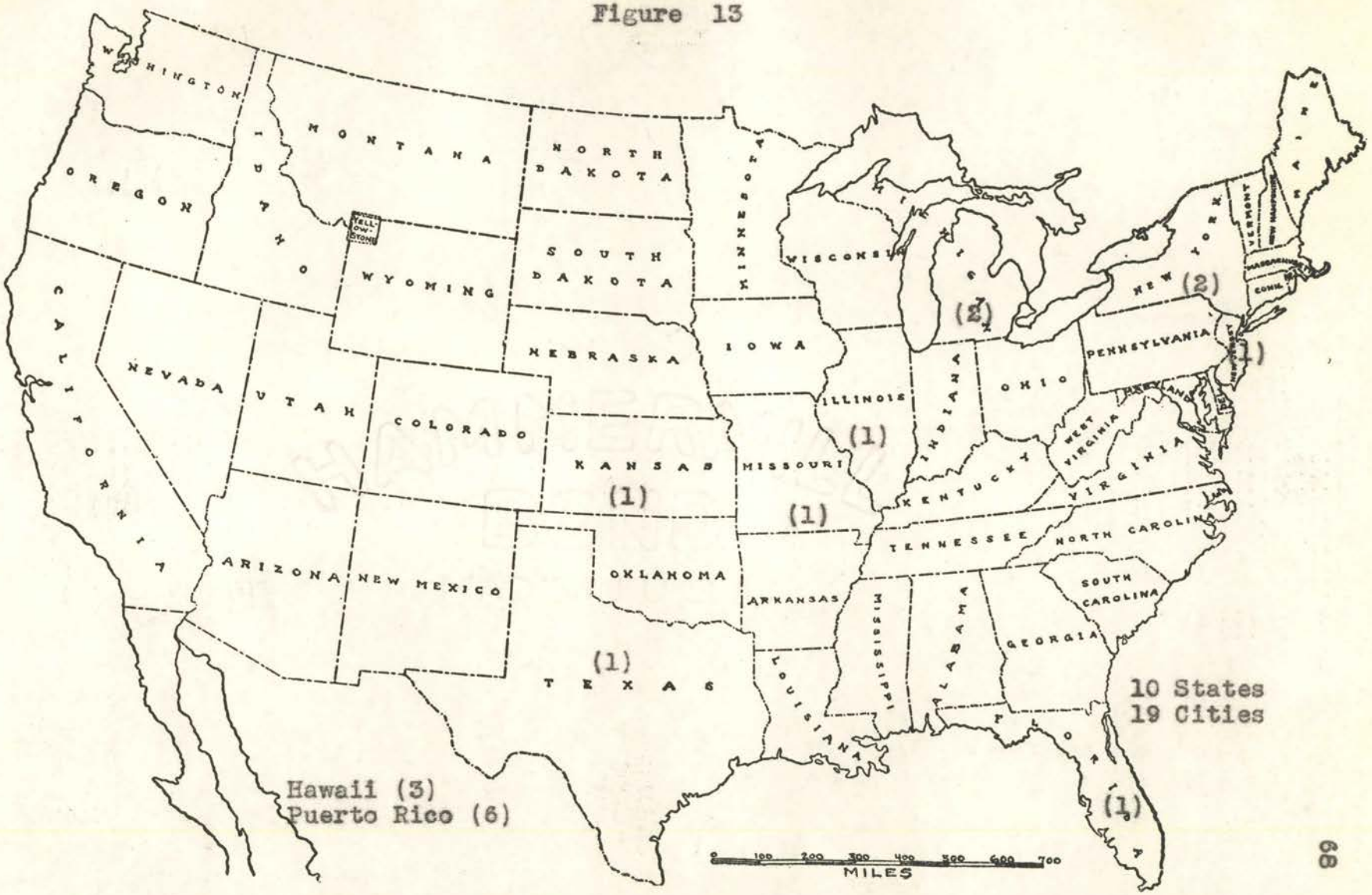
Number of Cities or Schools by States in Which Federally Aided Vocational Instruction was Given in DRESSMAKING in the Public Schools During the Year Ending June 30, 1937.

Figure 12



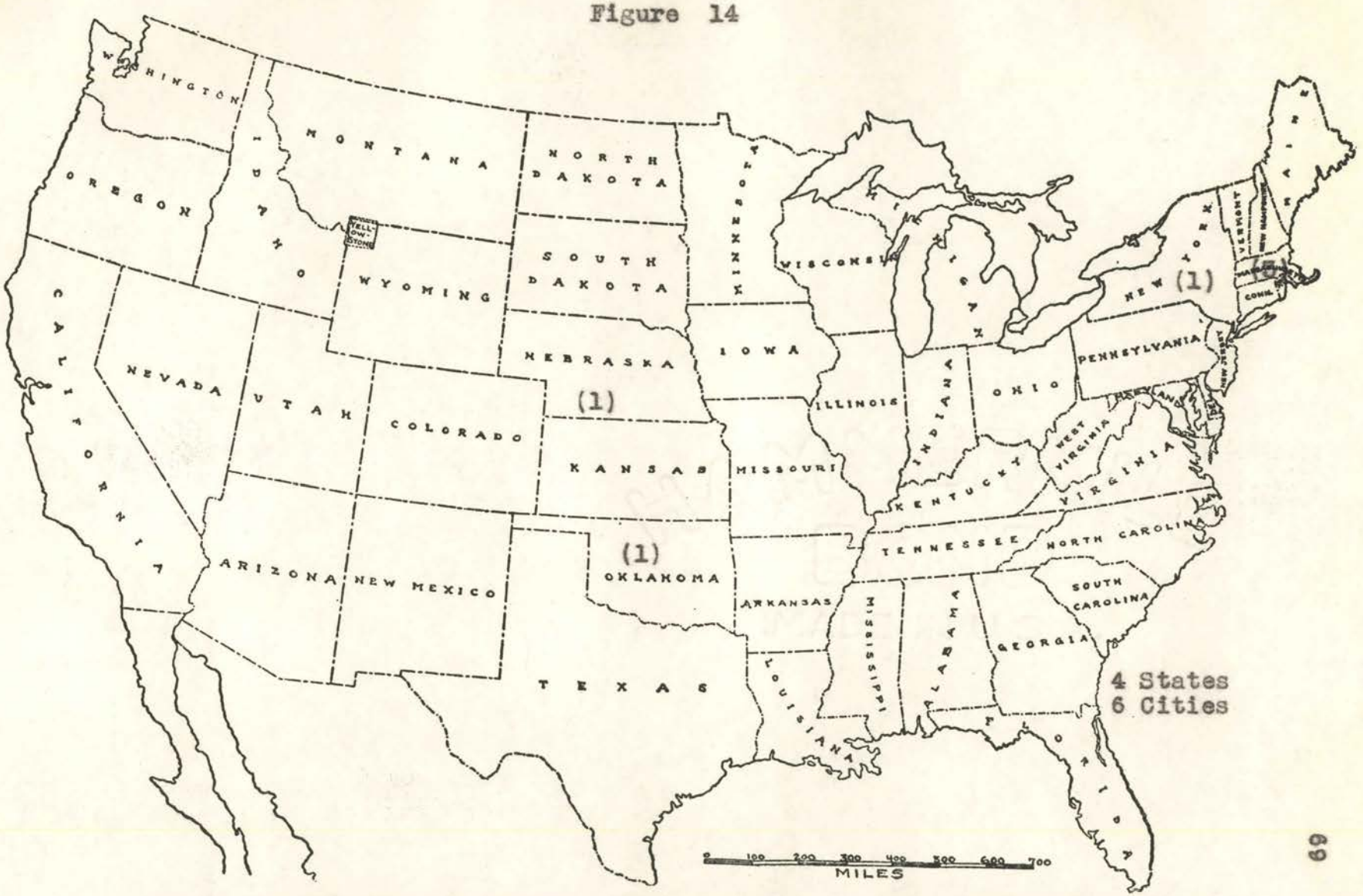
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was given in ELECTRIC WELDING in the Public Schools During the Year Ending June 30, 1937.

Figure 13



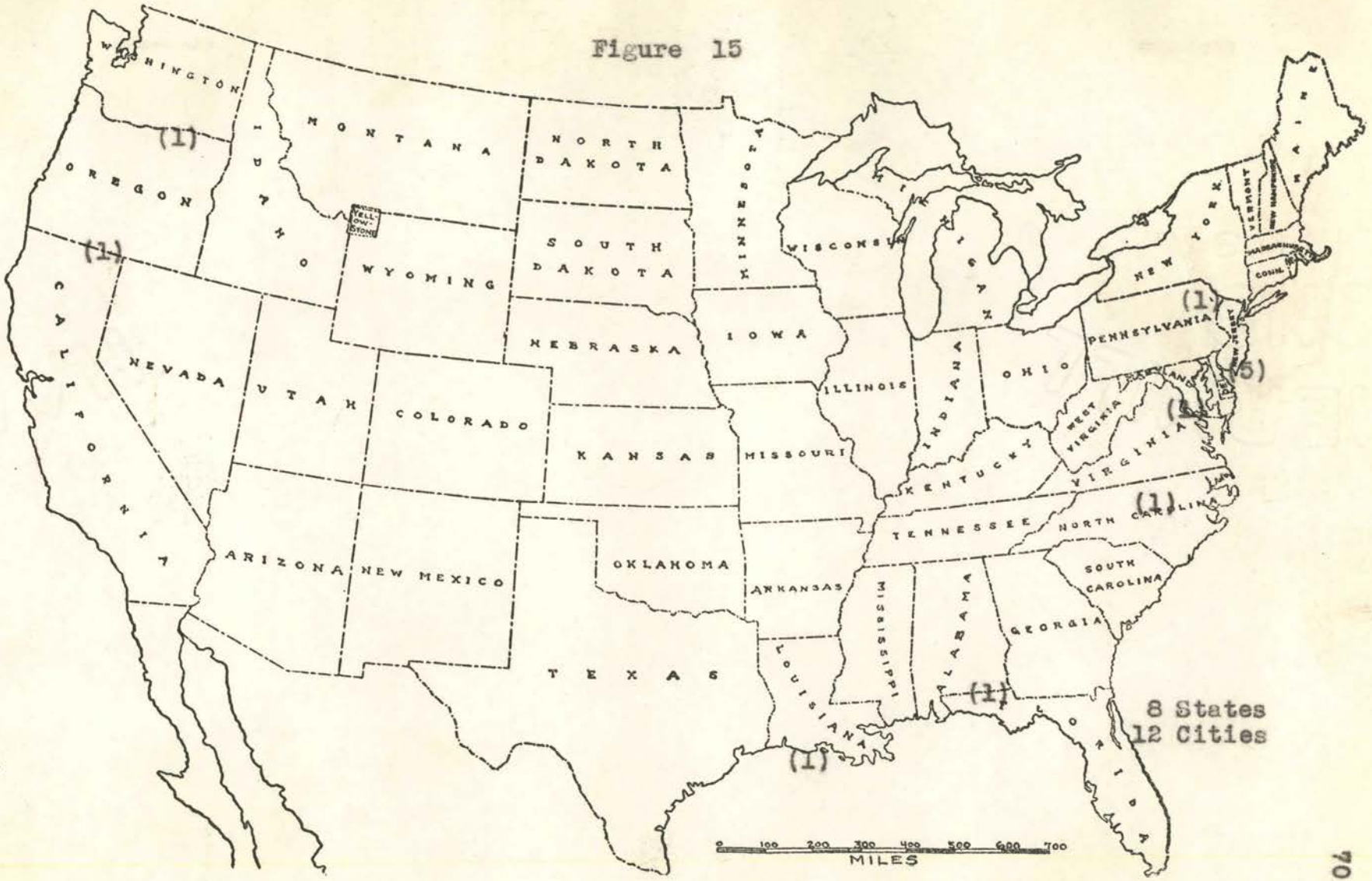
Number of Cities or Schools by States in Which Federally Aided Vocational Instruction was Given in FOOD SERVICE-CAFETERIA in the Public Schools During the Year Ending June 30, 1937.

Figure 14



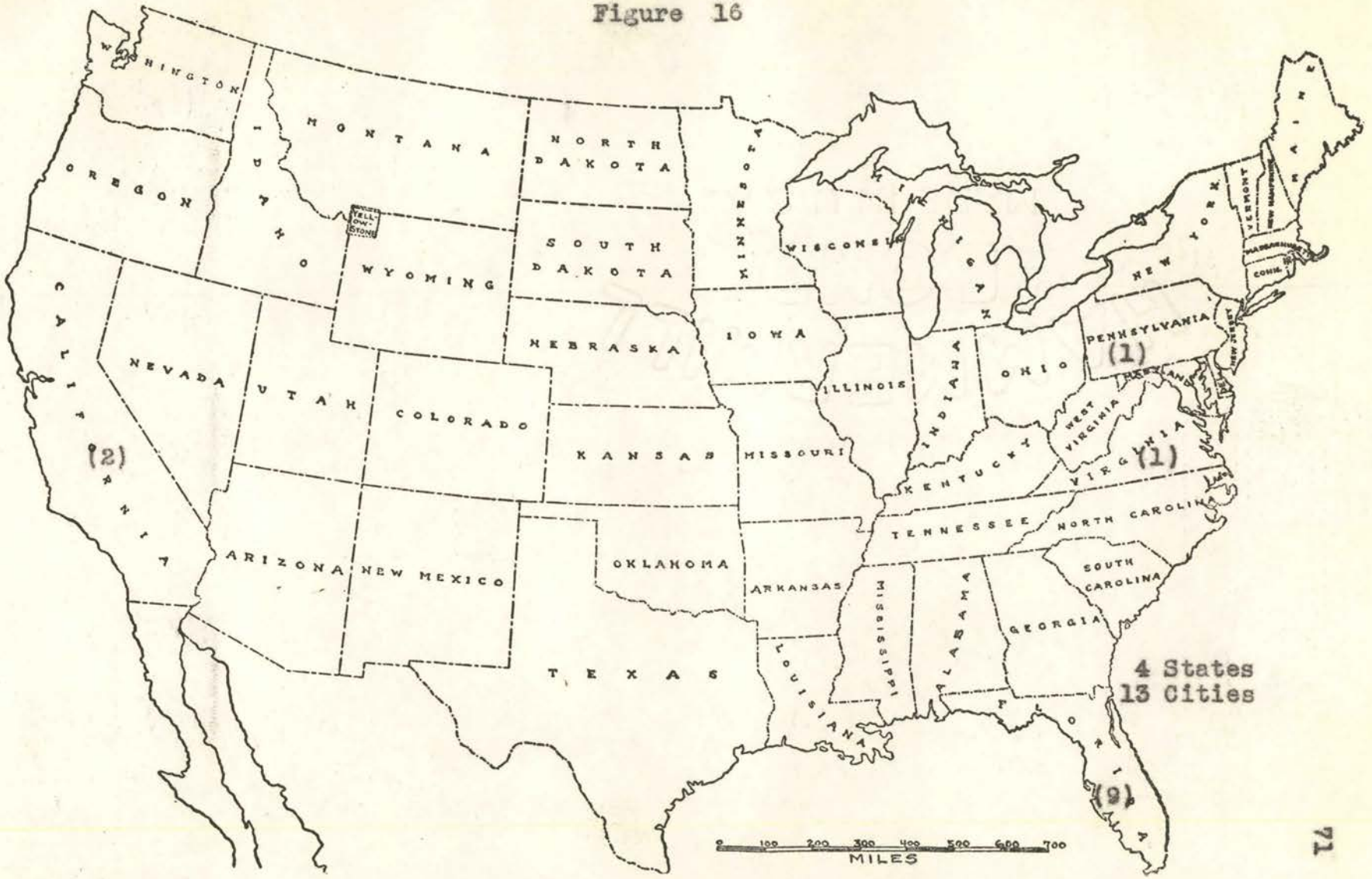
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in FOOD SERVICE-CATERING in the Public Schools During the Year Ending June 30, 1937.

Figure 15



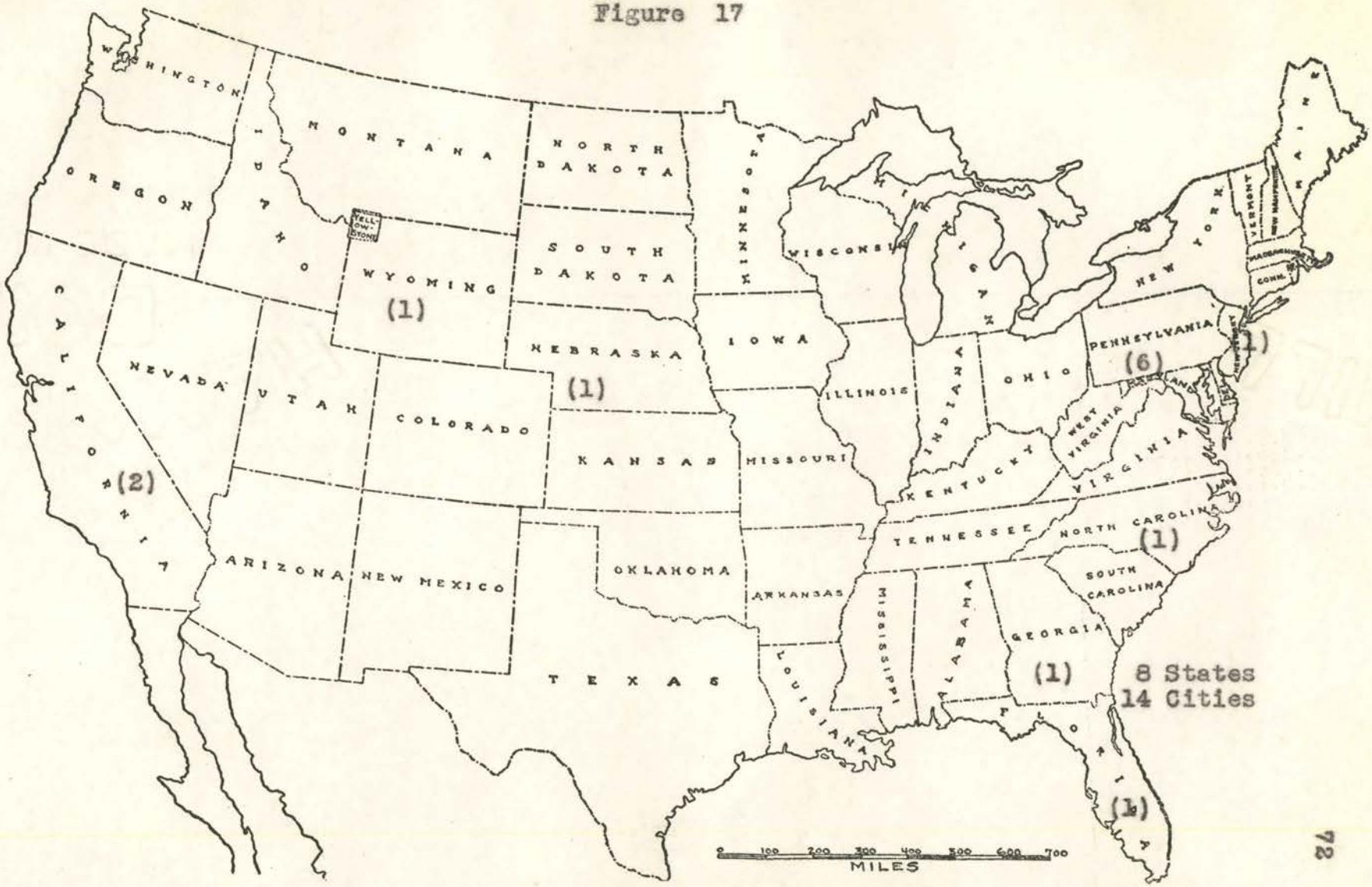
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was given in FOOD SERVICE-RESTURANT AND TEAROOM in the Public Schools During the Year Ending June 30, 1937.

Figure 16



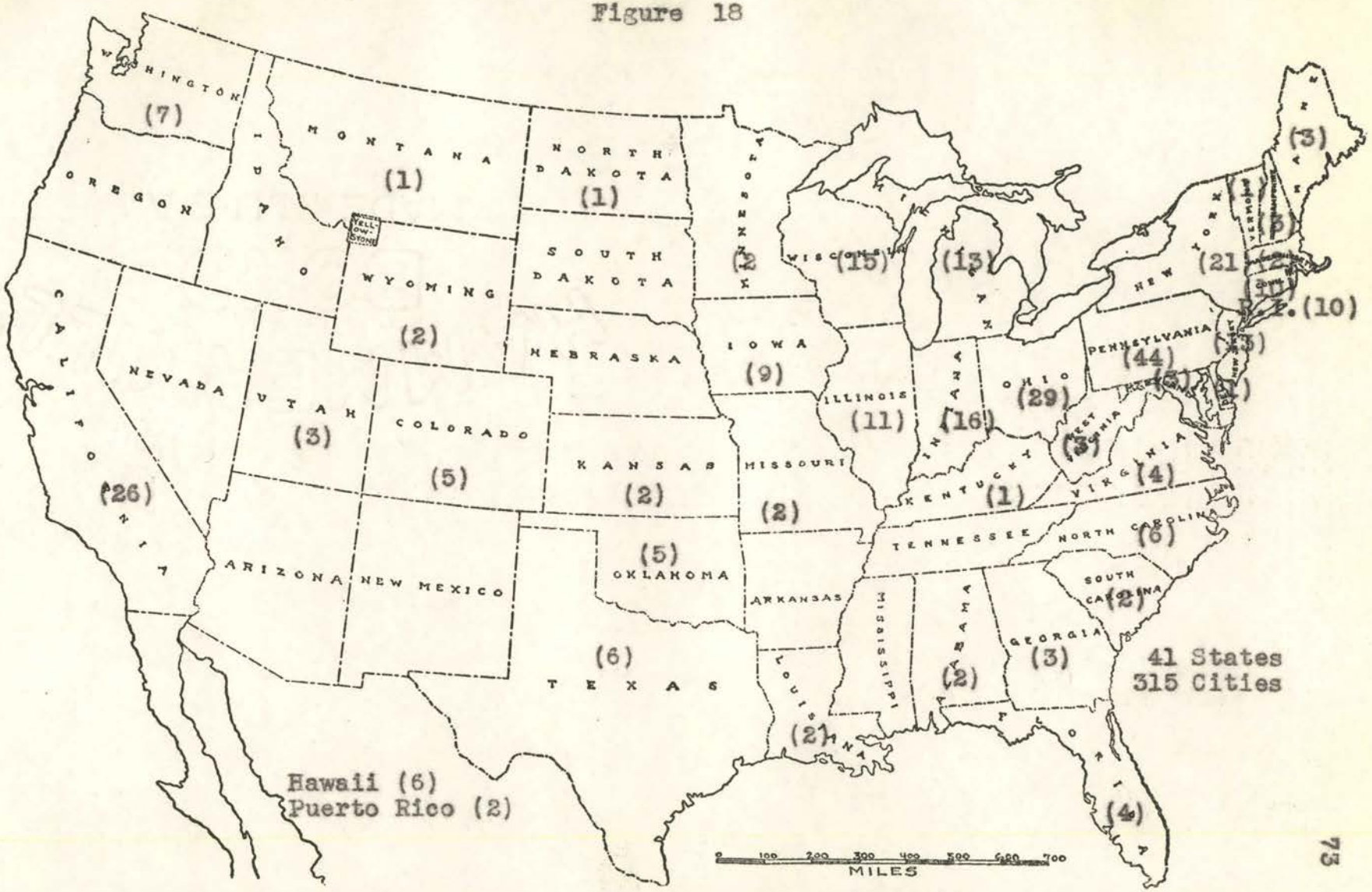
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was given in HOTEL SERVICE in the Public Schools during the Year Ending June 30, 1937.

Figure 17



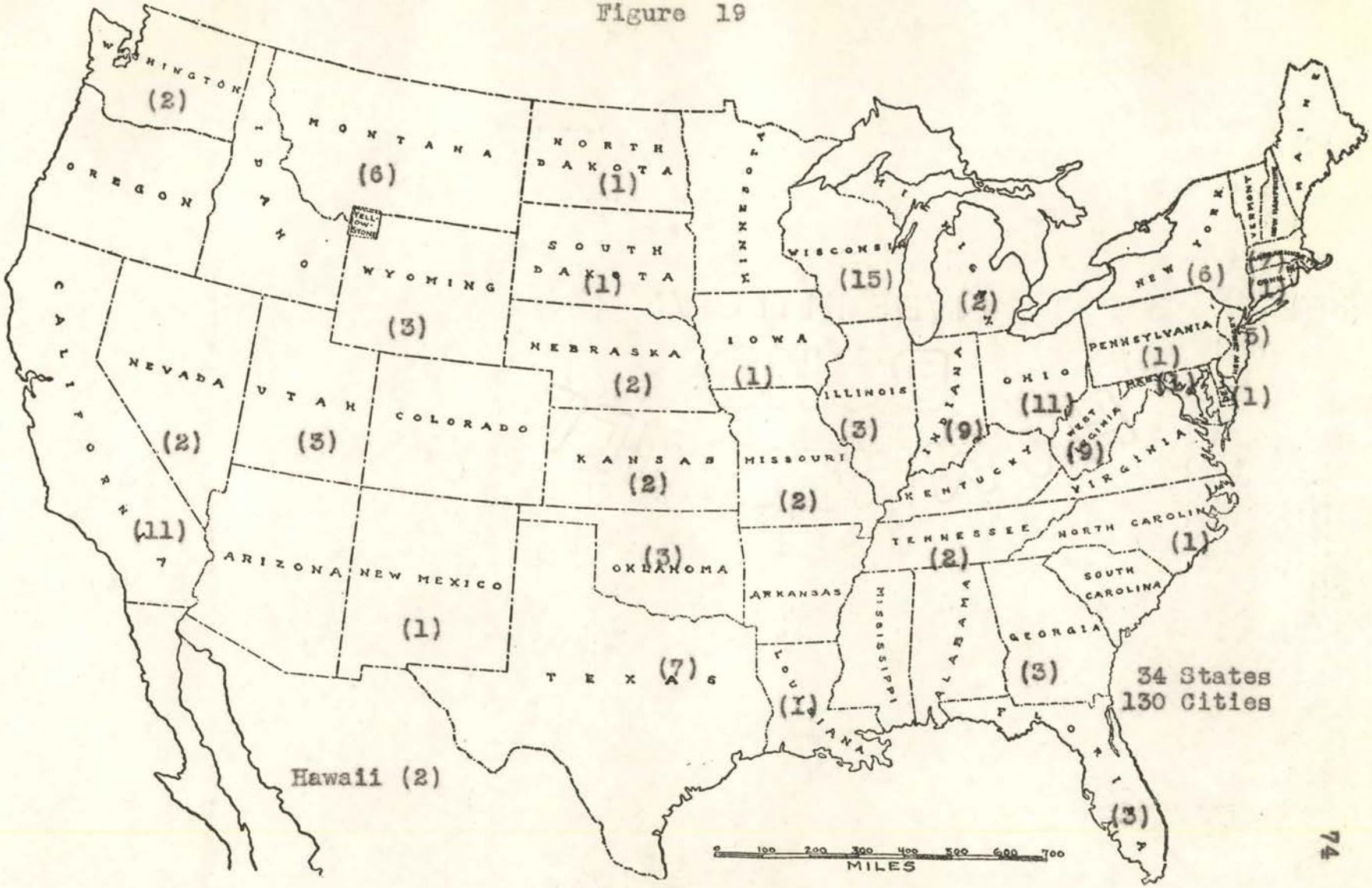
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in WAITRESS SERVICE in the Public Schools During the Year Ending June 30, 1937.

Figure 18



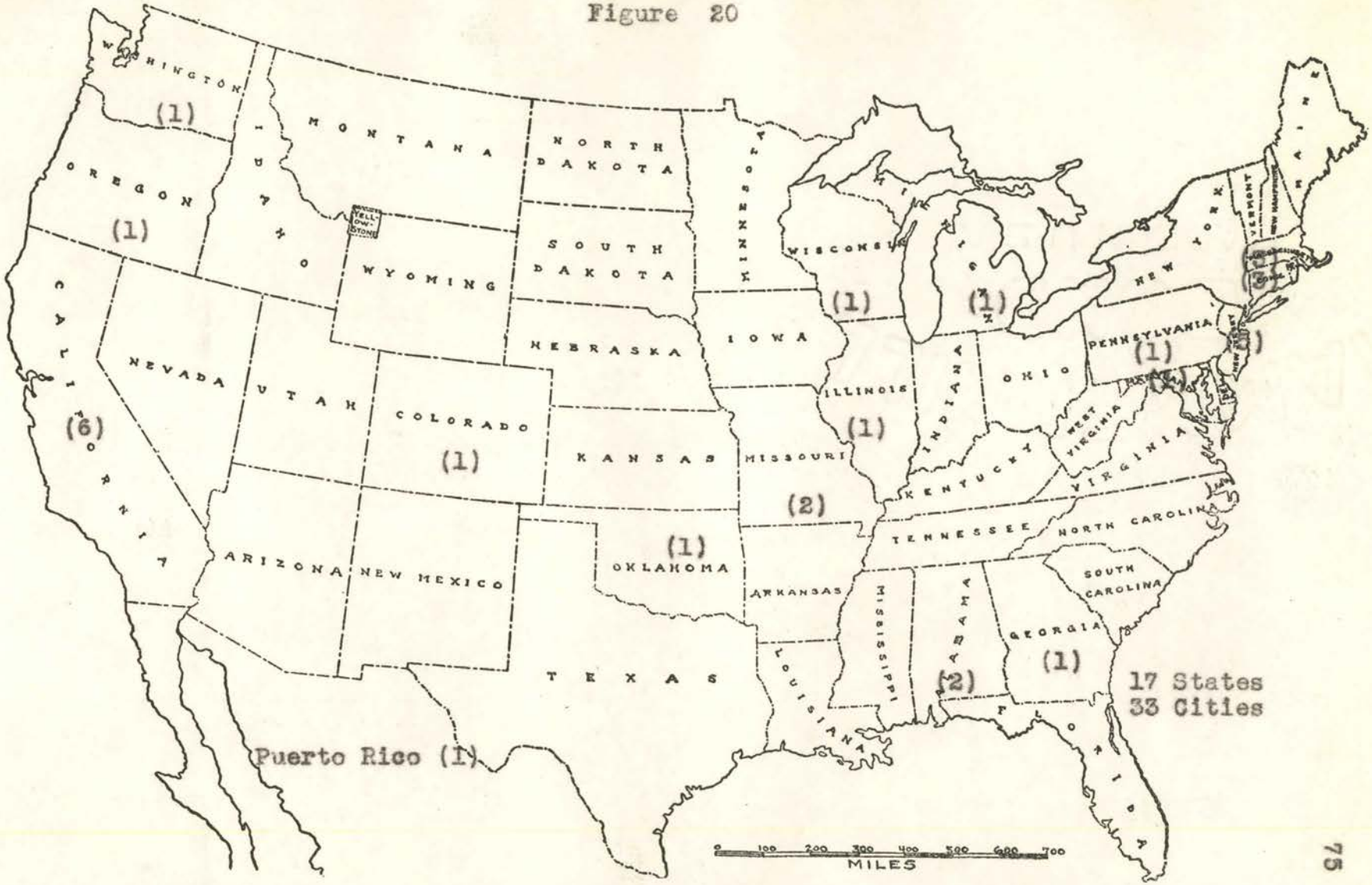
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was given in MACHINE SHOP WORK in the Public Schools During the Year Ending June 30, 1937.

Figure 19



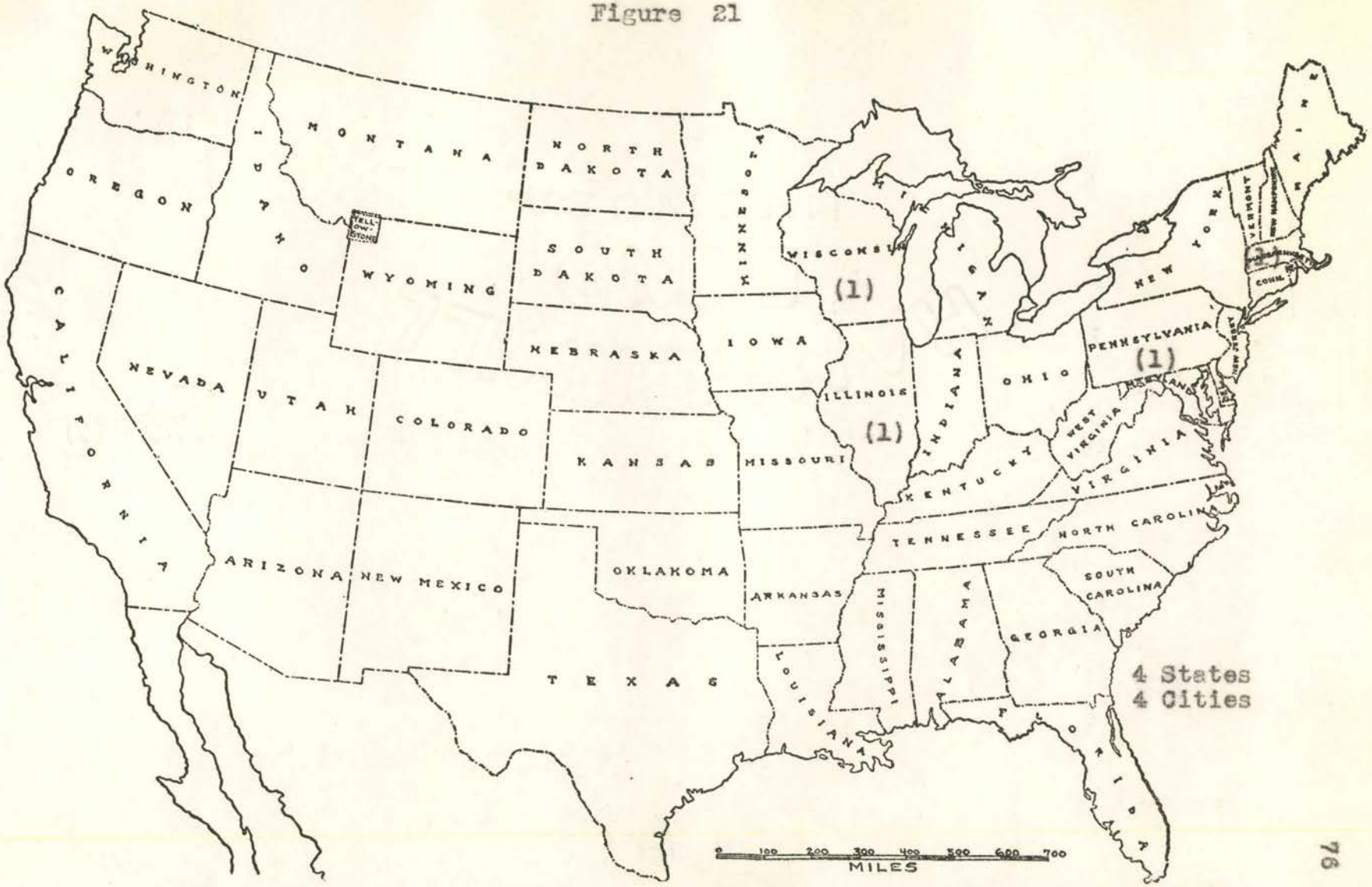
Number of Cities or Schools by States in which Federall Aided Vocational Instruction was given in OXY-ACETYLENE WELDING in the Public Schools During the Year Ending June 30, 1937.

Figure 20



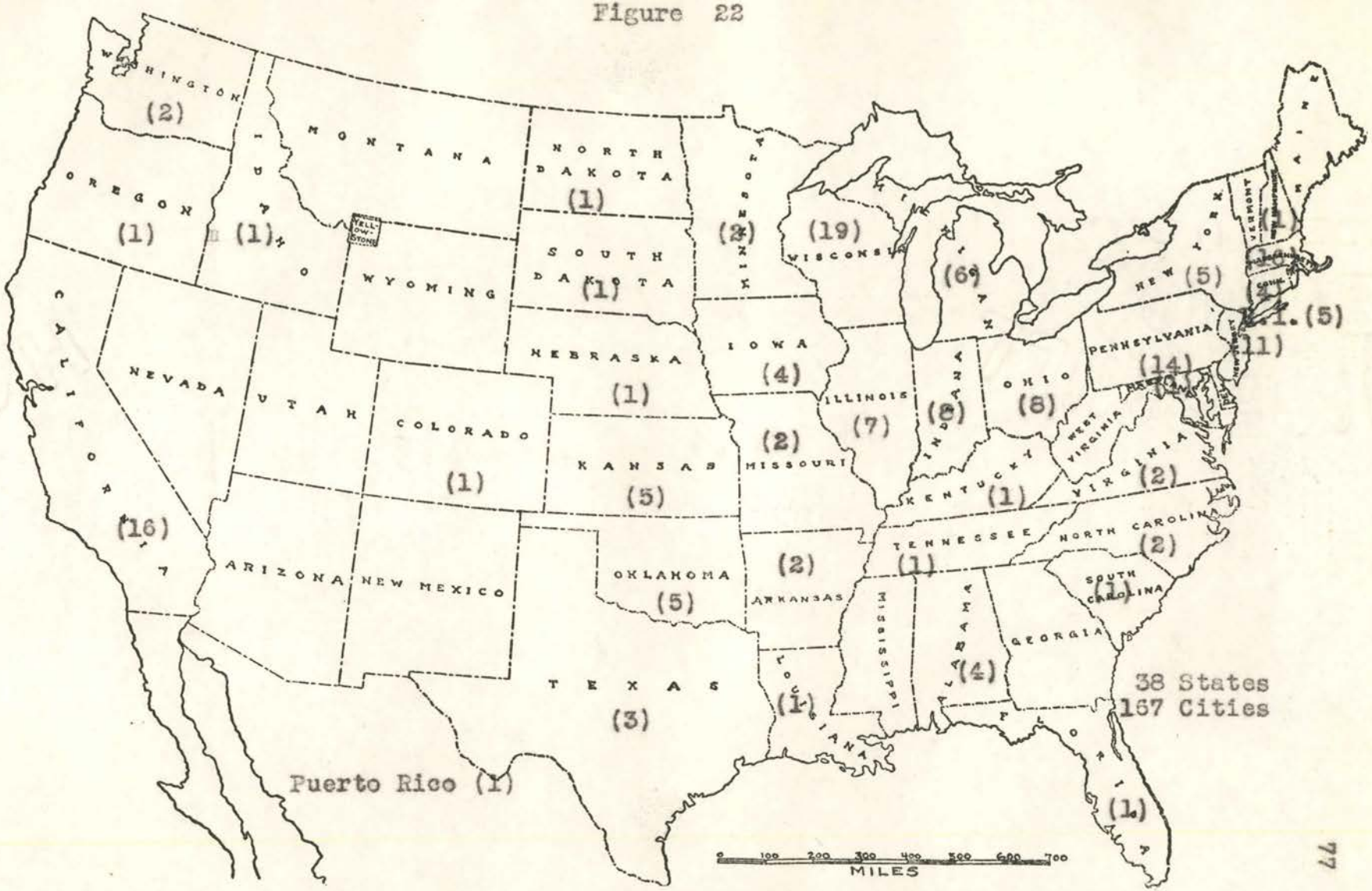
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was Given in PAINTING AND DECORATING in the Public Schools During the Year Ending June 30, 1937.

Figure 21



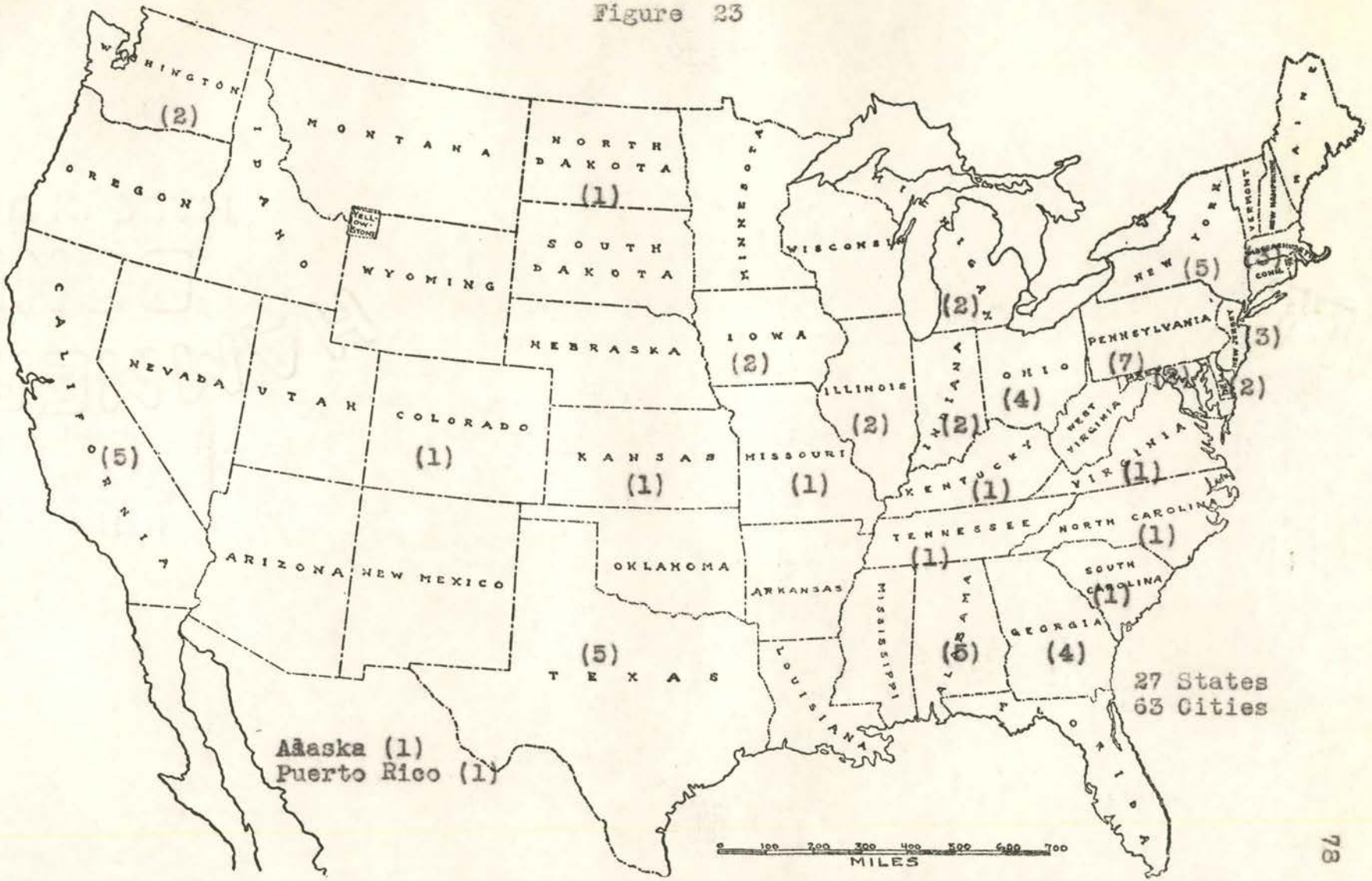
Number of Cities or Schools by States in which Federally Aided Vocational Instruction was given in PAPER HANGING in the Public Schools During the Year Ending June 30, 1937.

Figure 22



Number of Cities or Schools by States in which Federally Aided Vocational Instruction was given in PRINTING in the Public Schools During the Year Ending June 30, 1937.

Figure 23



Number of Cities or Schools by States in which Federally Aided Vocational Instruction was given in RADIO INSTRUCTION in the Public Schools During the Year Ending June 30, 1937.

Trades in Which Instruction is Given:

Tables thirteen to seventeen, inclusive, present the same information shown in figures one to twenty-three, only in a different manner.

Table 13 simply lists the trades in which vocational instruction was given during the year 1936-37, and shows the frequency of their offering in States and also in cities in the United States, Territories included. Under States, Table 13, the frequency ranges from four to forty-five, and under cities, from four to 315.

Table 14 ranks these trades in order of their frequency or popularity in the States. Table 15 lists them in the order of their popularity in schools or cities.

Table 16 ranks the States and Territories by the number of different trades in which vocational instruction was given in the public schools. Two States, California and Pennsylvania, on the upper extreme, gave vocational instruction in seventeen different trades, while two other States, Arizona and Vermont, on the other extreme, gave vocational instruction in only one trade. It is interesting to note that Oklahoma is well up toward the top of the list, ranking seventh to be exact.

Table 17 presents the States and Territories in rank by the number of cities or school systems in each State giving Federally aided instruction in at least one trade. The highest is Pennsylvania, Oklahoma is 18th, and North Dakota is the lowest.

TABLE XIII

A LIST OF TRADES IN WHICH VOCATIONAL INSTRUCTION WAS GIVEN, SHOWING FREQUENCY IN TERMS OF STATES AND CITIES

Trades	Frequency States	Cities
Air Conditioning.	20	42
Heating and Ventilating.	6	6
Aviation Instruction.	28	49
Barbering.	8	39
Cabinet Making	24	115
Carpentry.	45	252
Cooking.	18	54
Cosmetology.	26	68
Diesel Engineering Work	21	36
Domestic Service	15	84
Dressmaking.	25	54
Electric Welding	20	34
Food Service - Cafeteria.	10	19
Food Service - Restaurant and Tearoom .	8	12
Hotel Service.	4	13
Waitress Service	8	14
Machine Shop Work.	41	315
Oxy-Acetylene Welding	34	130
Painting and Decorating	17	33
Paper Hanging.	4	4
Printing.	38	167
Radio Instruction.	27	63
Food Service - Catering	4	6

TABLE XIV

RANKING THE TRADES IN ORDER OF POPULARITY IN THE SEVERAL STATES

Trade	States
Carpentry	45
Machine Shop	41
Printing	38
Oxy-Acetylene Welding	34
Aviation Instruction	28
Radio Instruction	27
Cosmetology	26
Dressmaking	25
Cabinet Making	24
Diesel Engineering	21
Air Conditioning	20
Electric Welding	20
Cooking	18
Painting and Decorating	17
Domestic Service	15
Food Service - Cafeteria	10
Waitress Service	8
Food Service - Restaurant and Tearoom	8
Barbering	8
Heating and Ventilating	6
Food Service - Catering	4
Hotel Service	4
Paper Hanging	4

TABLE XV

TRADES RANKED IN ORDER OF THEIR POPULARITY IN SCHOOLS IN THE UNITED STATES

Trade	Schools
Machine Shop Work	315
Carpentry	252
Printing	167
Oxy-Acetylene Welding	130
Cabinet Making	115
Domestic Service	84
Cosmetology	68
Radio Instruction	63
Dressmaking	54
Cooking	54
Aviation Instruction	49
Air Conditioning	42
Barbering	39
Diesel Engineering Work	36
Electric Welding	34
Painting and Decorating	33
Food Service - Cafeteria	19
Waitress Service	14
Hotel Service	13
Food Service - Restaurant and Tearoom	12
Heating and Ventilating	6
Food Service - Catering	6
Paper Hanging	4

TABLE XVI

STATES RANKED IN THE ORDER OF THE NUMBER OF DIFFERENT TRADES IN WHICH FEDERALLY AIDED INSTRUCTION WAS GIVEN DURING THE YEAR ENDING JUNE 30, 1937

State	Trades	State	Trades
California	17	Connecticut	8
Pennsylvania	17	Iowa	8
Illinois	16	Colorado	7
Michigan	15	Kentucky	7
New Jersey	15	Minnesota	7
New York	15	Hawaii	7
Texas	15	Puerto Rico	7
Alabama	14	Idaho	6
Missouri	14	Montana	6
Virginia	14	North Dakota	6
Florida	13	Tennessee	6
Georgia	13	Arkansas	5
Massachusetts	13	South Carolina	5
Ohio	13	South Dakota	5
Washington	13	Utah	5
Wisconsin	13	Wyoming	5
North Carolina	12	Mississippi	4
Maryland	11	West Virginia	4
Oklahoma	11	Alaska	4
Indiana	10	Maine	3
Louisiana	10	Nevada	3
Nebraska	10	New Hampshire	3
Delaware	9	New Mexico	3
Kansas	9	Rhode Island	3
Oregon	9	Arizona	1
		Vermont	1

TABLE XVII

STATES RANKED IN ORDER OF THE NUMBER OF CITIES OR SCHOOLS OFFERING FEDERALLY AIDED VOCATIONAL INSTRUCTION IN 1936-1937

State	Cities	State	Cities
Pennsylvania	162	Florida	21
Texas	125	Montana	21
North Carolina	97	Colorado	19
Alabama	88	Kentucky	16
South Carolina	78	Maryland	16
California	77	New Hampshire	16
West Virginia	67	Hawaii	16
Virginia	59	Oregon	16
Ohio	57	Puerto Rico	16
Mississippi	56	New Mexico	15
Illinois	45	Arkansas	14
Massachusetts	45	Louisiana	14
Wisconsin	44	Washington	13
New York	44	Connecticut	12
Tennessee	43	South Dakota	11
Georgia	40	Delaware	10
Wyoming	32	Idaho	10
Oklahoma	31	Minnesota	10
Kansas	29	Alaska	10
Michigan	27	Nebraska	8
Indiana	25	Rhode Island	8
Nevada	25	Arizona	7
New Jersey	24	Maine	5
Missouiri	22	Vermont	3
Iowa	22	North Dakota	2
Utah	22		

Oklahoma was listed as having thirty-one cities which gave vocational instruction, and ranked eighteenth from the top.

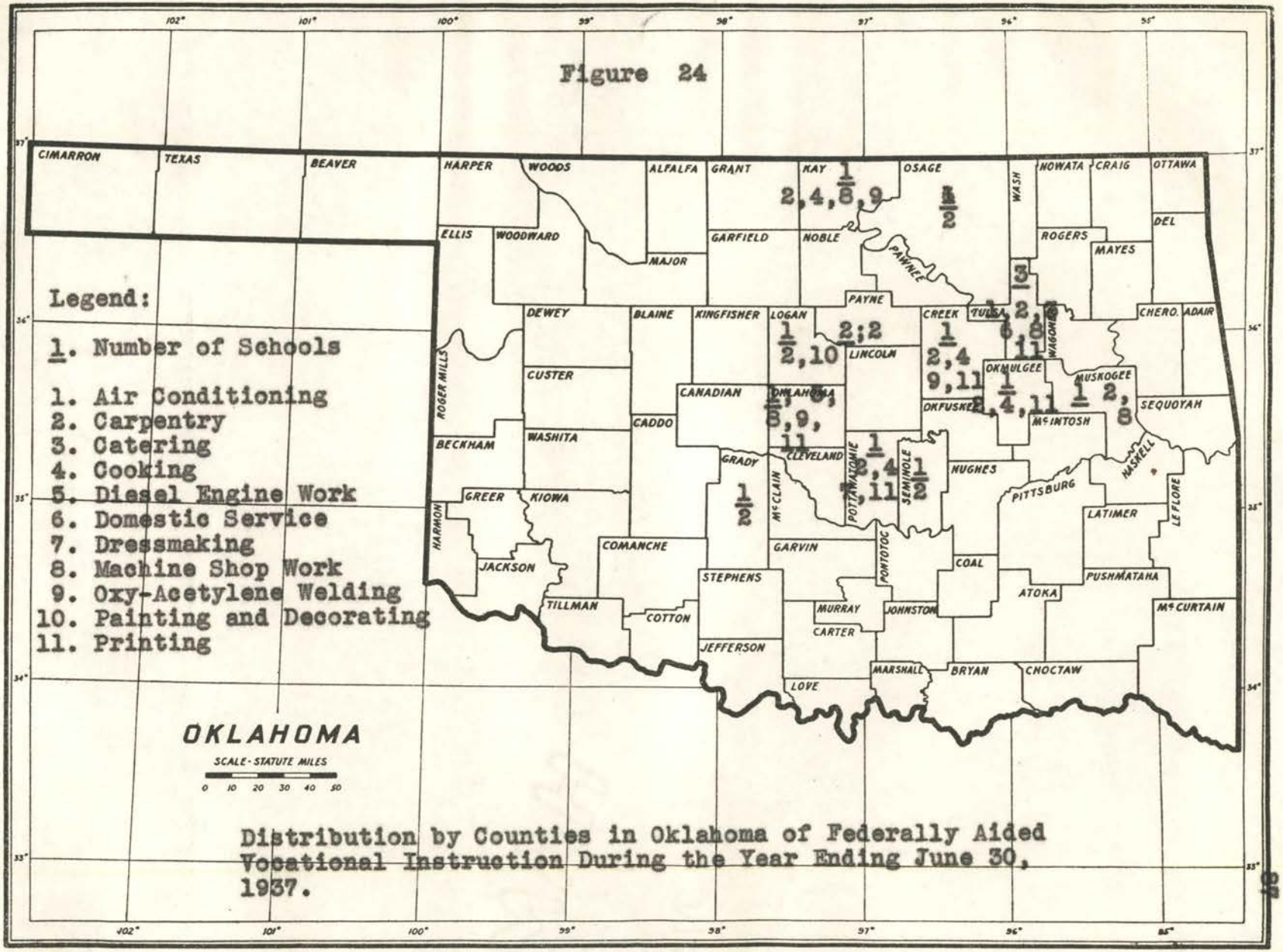
Table 18 and Figure 24 attempt to further interpret Oklahoma's status in the program of vocational education. There were, in 1937, fifteen counties represented, in which were located the thirty-one cities. Four trades in one school or city existed in Creek, Kay, Oklahoma, and Pottawatomie Counties, each; Tulsa County had one city which gave instruction in four trades, one in which instruction was given in one trade; Okmulgee County had one city with three trades; Muskogee County one city, two trades; Logan County one city, two trades; and Grady, Seminole, and Osage Counties each had one city with one trade each. Payne County had two cities which gave instruction in one trade each. Figure 24 shows a distribution of the same information, but the use of the outline map of the State of Oklahoma brings in more meaning.

Of course, it is understandable that the offering over the entire nation and in any one of the several states is different now than a year ago. Figure 24, if made from information pertaining to 1937-38, or 1938-39 would, no doubt be quite different. However, it appears that the giving of vocational instruction in trades is not uniformly spread over any state, Oklahoma particularly, or the nation.

TABLE XVIII

FEDERALLY AIDED VOCATIONAL INSTRUCTION IN OKLAHOMA SCHOOLS DURING THE YEAR ENDING JUNE 30, 1937, BY COUNTIES AND CITIES

County	City	Trades
Oklahoma	Oklahoma City	Oxy-Acetylene Welding
		Diesel Engineering Work
		Machine Shop Work
		Printing
Kay	Ponca City	Oxy-Acetylene Welding
		Machine Shop Work
		Carpentry
		Cooking
Creek	Sapulpa	Oxy-Acetylene Welding
		Carpentry
		Printing
		Cooking
Pottawatomie	Shawnee	Dressmaking
		Carpentry
		Printing
		Cooking
Tulsa	Tulsa	Machine Shop Work
		Air Conditioning
		Domestic Service
		Catering
Okmulgee	Okmulgee	Carpentry
		Printing
		Cooking
Muskogee	Muskogee	Machine Shop Work
		Carpentry
Tulsa	Sand Springs	Carpentry
		Printing
Logan	Guthrie	Painting and Decorating
		Carpentry
Grady	Chickasha	Carpentry
Payne	Cushing	Carpentry
Tulsa	Jenks	Machine Shop Work
Seminole	Seminole	Carpentry
Payne	Stillwater	Carpentry
Osage	Webb City	Carpentry



Distribution by Counties in Oklahoma of Federally Aided Vocational Instruction During the Year Ending June 30, 1937.

Seminole county had only one school in which vocational instruction was given in 1936-1937, and that school gave training in only one trade, Carpentry. Yet, as shown in Chapter IV, the number of school-age boys and girls in the county has averaged about 18,000 per year for the last five years; there are 42 school districts in the county; the average taxable valuation for the last five assessments is about $27,000,000; and in the county are located such industries as building, oil, manufacturing, commercial, public service, and maintenance.

Principal Trade Schools by States:

In 1930, the Federal Board of Vocational Education, Washington, D. C., published a bulletin, Directory of Trade and Industrial Schools, which lists by states, trades in which instruction was given, name of the school giving the instruction, and the name of the city in which the school is located.

A complete and detailed quotation of the material in this bulletin would prove too voluminous. However, to further substantiate the proposals in Chapter V, certain schools of certain States will be briefly mentioned.

In all States, the program of federally aided instruction in trade and industrial education was devided into the customary types; evening trade-extension, part-time trade, unit trade, and part-time general continuation classes. Practically every State gave instruction in trades in all of these types.

Alabama:

In Alabama, the principal trade school seems to be the Alabama School of Trades, Gadsden, Alabama. The writer has been fortunate enough to secure a 1939-1940 catalogue from the Director, R. F. Jarvis. The course of study for the 1939-1940 term contains instruction in;

1. Auto Mechanics
2. Drafting, Machine and Architectural
3. Electricity
4. Printing
5. Sheet Metal and Air Conditioning
6. Electric and Oxy-Acetylene Welding
7. Cabinet Making and Woodwork
8. Concrete Construction

All courses cover a period of two years. All pupils are required to work in related mathematics, science, and drafting. Other subjects that are coordinated with shop work and required of enrollees are English, civics, hygiene, economics, and industrial history. To enrollin this school, and live and attend school there costs at the approximate rate of $250.00 per year, excluding any expense other than fees, books and supplies, board and room, and laundry.

The writer will only be able to present names of schools and their locations for other states because of the fact that he has been unable to secure any material such as is quoted from above.

CALIFORNIA:

The most important school of this type in California is the Frank Wiggins Trade School, Los Angeles.

Colorado:

Colorado has its famous Denver Opportunity School and a few lesser schools of a similar nature in other cities of the State.

CONNECTICUT:

Connecticut like Alabama has State Trade Schools; located at Bridgeport, Danbury, Meriden, Hartford, Middletown and other cities, twelve and all.

Florida:

Florida has Vocational Schools located at Tampa, Pensacola, Lemon City, St. Petersburg.

Georgia:

Georgia has High and Industrial Schools for colored boys located at Columbus and Macon; Opportunity Schools for white boys at Albany, Athens, Atlanta, Columbus, Covington, Lagrange, Rome, and Savannah.

Indiana:

Indiana has Technical High Schools located at Indianapolis, Hammond, and other cities.

Louisiana:

Louisiana has the Isaac Delgado Trade School for Boys and the Grancis T. Nicholls Trade School for Girls, both located in New Orleans.

Massachusetts:

This State has Industrial Schools, Trade Schools, and Continuation Schools. Some of the cities in which these

schools are located are Beverly, Cambridge, Fall River, Lawrence, and Quincy. There are perhaps twenty-five in total.

Michigan:

Michigan has Vocational Schools, Trade Schools, Technical High Schools, Manual Training Schools, Manual Arts Schools, a Building Trade School, located in such cities as Battle Creek, Saginaw, Grand Rapids, Muskegon, Detroit and Kalamazoo.

Mississippi:

Mississippi has County Training Schools for colored people in Amite County and Leake County.

New Jersey:

New Jersey has the Camden County Vocational School, the Essex County Vocational School, and the Middlesex County Vocational School. There are many other schools of this type in the state but are not of the county unit type.

New York:

New York has more than fifty schools of this type located in various cities over the state, most of which are in the city of New York.

Ohio:

Ohio has Vocational Schools in Toledo and Findley; Trade Schools in Cleveland, Columbus; and the Automotive School, Building School, Electric School, Printing School,

Sewing School, Mechanical School, Tailoring School, and Commercial School, all of Cincinnati.

Oklahoma:

None.

Pennyslvania:

In this state there are Vocational Schools, Trade Schools, and Industrial Schools, located in Greenville, Scranton, Pittsburgh, New Castle, and other cities.

Rhode Island:

This small state has Trade Schools in Central Falls, Cumberland, Providence, and Westerly.

South Carolina:

Among many schools of this type in the state there are County Vocational Schools in Aiken County, Anderson County, Chester County, Darlington County, Kershaw County, Laurens County, Marlboro County, and Oconee County.

Many of the states omitted here have schools of this type but were not mentioned because they were not among the leading stated in the operation of this type of school.

Enrollment in Vocational Schools:

Though this chapter is perhaps too extensive already in its presentation of other schools and programs it seems fitting to close it by quoting from a recent publication concerning the first 20 years of vocational Education under Federal sponsorship.

No record is available concerning the number of persons enrolled in vocational schools prior to the establishment in 1917 of the program of vocational education in secondary schools under Federal grants. The record fro the period since 1917, however, is clear and unmistakable.,It comes from the reports from State boards for vocational education submitted each year to the office of education.

The reports show that the enrollment in vocational schools and classes in agriculture, trade and industry, and home economics at the close of the fiscal year ending June 30, 1918 was 164,183 persons. The enrollment for the fiscal year ending June 30, 1937 was 1,496,837 persons. Returns for the last fiscal year are not yet complete but those now available from 43 states and 4 territories show an enrollment of 1,405,526. It is expected that the figures for all the states will show a total enrollment for the year of close to 2,000,000.

Of the total enrolled at the end of 1937, 394,000 were from youth and adult farmers pursuing vocational agricultural courses; 616,199 were boys and girls and those already employed in trade and industrial pursuits, who were engaged in training for those pursuits; and 496,225 were women and girls receiving training in the field of home making.

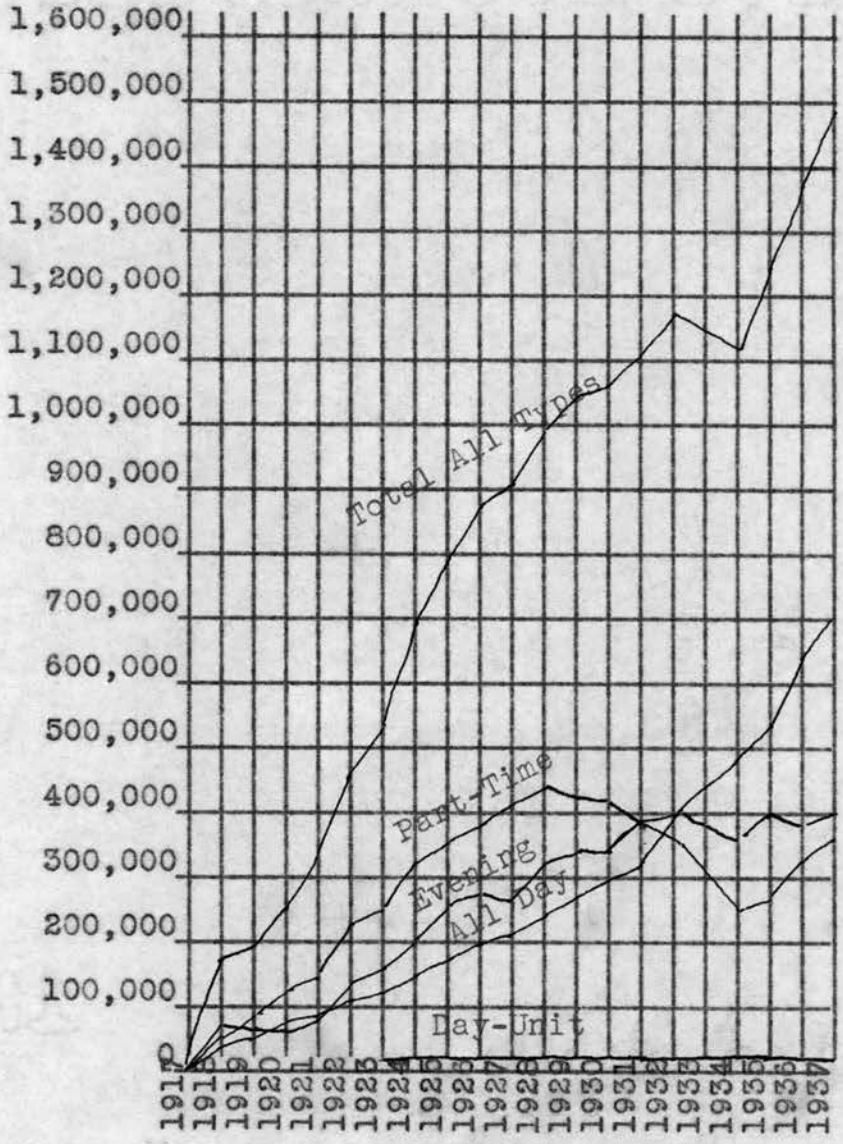
The growth in the vocational education program as measured by the steady, progressive increase in enrollment from year to year may be shown in another way, that is, by a comparison of the growth figures in the different fields of vocational education.

. . . . Similarly, the growth of vocational training in the trade and industrial field may be told statistically. In the same period enrollment in schools or classes in this field increased from 117,934 to 606,212; the number of teachers from 3,276 to 15,664; the number of teacher-training institutions from 45 to 94; and the number of students enrolled in these institutions from 1,910 to 9,196.

However unsatisfactory enrollment figures may be in measuring advances in the vocational education program carried on in the secondary schools they may surely be taken as a more or less authentic indication of the popularity and value of the program. (17:22)

Figure 25

Enrollment in all Schools Operated Under State Plans Including Federally Aided and Non-Federally Aided, by Years from 1918 to 1937.



CHAPTER VII

CONCLUSION

'The end is not yet'. The foregoing chapters of this thesis compose a study of the underlying principles and philisophy of vocational education, of practices in Seminole County, Oklahoma, of possibilities for a trade school in Seminole County, of comparative programs in the United States in General, and af a proposal for Seminole County. However, a study followed by a proposal is a long step from an actuality.

If the proposed trade school should ever become an actuality there will need to be an extensive and continuous sponsorship of the idea.

It remains a fact, however, that no single community in Seminole County is large enough to operate a trade school unassisted. There is a considerable justification for this type of school from the standpoint of the industries located in the county and in the surrounding areas. The youth of Seminole County and in areas accessible to it need the services of such a school; they are wholly without such services now.

Other counties in other States have inaugerated the County Unit plan of vocational training and have developed it and proved its worth and permanency. Seminole County, a leading county in the young but progressive State of Oklahoma can and should bend its efforts toward following the

lead set by others in this worthwhile program.

Education in its entirety is making the 'right-turn'. We have lived in an industrial world for decades, are still living in an industrial age, and will doubtless continue to live in an increasingly industrial one. We believe now, the statisticians figures that only about four per cent of the male population over ten years of age are employed in the professions while approximately 33 per cent of the same age group are employed at manufacturing and mechanical trades or occupations.

A country's greatest resource is its youth. That resource needs developing, needs training; the kind of training that will conserve it and place it in a better position to perpetuate the democratic ideals of its fatherland. Education in general and the type of education that equips the individual with greater ability for and knowledge of his world and its work, need to clasp strongly their mutual hands of assistance; the one to supplement the other.

A great opportunity exists in Seminole County for leadership in a move to bring about such a school as is herein proposed. Indeed, an opportunity exists for establishing an institution which will serve those interested in its services to as great, if not greater, extent than any institution of similar kind in the county serves those interested in its services.

An extensive study needs to be made of the county unit plan for administering vocational education. The particular one selected for study might well be the Essex County Vocational Schools, Essex County, New Jersey. Efforts should continue until the public is acquainted with the plan, with the possibilities of the plan, and with their own need of such a plan.

It is with a faith and hope that such a plan for industrial vocational education may some day become an actuality that this subject was chosen and developed as a thesis.

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APPENDIX

EMPLOYER'S STORY

. Company Name_____. 2. Type of Industry_____

. Mr._____(Superintendent)(Manager)(Foreman)

. Workmen employed, that is, carpenters. machinists, etc.

	Number of men employed	Number of women employed
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

. Average age of men employees_____; Average age of women employees_____

. Have you had any experience employing youth of high school age?(yes__ no__

. What kind of work did you give them? (carpenter's helper, laborer, etc)

_____

_____

. In your estimation, what were their strong points?_____

_____

Weak points?_____

_____

. Entrance requirements for jobs youth can handle with you:

Job	Educ. requirements	Age	Physical req.	Character rating
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

. Average annual turnover per job(men released and re-employed or other men employed in their place)

Job	Turnover	Job	Turnover
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

. Suggestions for subject changes in high school.

Old subjects you would drop	Reason
_____	_____
_____	_____

New subjects you would add	Reason
_____	_____
_____	_____

. What protection is available to your employees against unemployment?
Unemployment Insurance____; Accident Insurance____; Sickness Insurance____
Retirement Insurance____; Other Protection_____

. What is your average wage scale for common labor_____
Skilled labor_____; Average number of hours worked per week_____

. What requirements must be met by employees before promotion?
Seniority_____; Quality of service_____;Added preparation for job_____
Other practices_____

. Methods provided employees for securing additional qualifications for job
Instruction on job by forman_____; Instruction on job by skilled mechanic_____; Correspondence study____(paid for by _____
Evening classes provided_____(paid for by _____
Convention attendance_____;(what conventions_____
(how often per employee_____
Other practices_____

. Sources of new employees.
Employment agencies_____; Hish schools_____; Junior colleges_____;
Colleges_____; Friends or relatives of employees_____; News paper adds__
Window cards_____; Others_____

STUDENT STUDY

1. Name (reverse)_____

2. Date of birth_____. 3. Graduated from high school (yes)(no)
month day year

4. Date of graduation_____. 5. Place of graduation(Town)____(State)___
month year

6. High school courses completed. (write in names of courses completed)
English.....(_____
Mathematics.....(_____
Science.....(_____
History(social science).....(_____
Industrial Arts(Shop).....(_____
Vocational Agriculture.....(_____
Home Economics.....(_____
Commercial Courses.....(_____
Band,Orch.,Glee Club, etc....(_____
Others.....(_____

7. Employment Record:

Jobs held(work)	Employer(Company)	Time employed(months)	Wage per month

8. Which of the above jobs do you prefer as permanent employment?_____
Why?_____

9. Economic Status.
Married (yes__no__); Those dependent upon you (number_____)
Father living(yes__)(no__); Father employed(yes__)(no__); Father's occupation_____; Living brothers(number_____); Living sisters(number___)
Employed brothers(number_____); Employed sisters(number_____)

10. Spare-time activities you like(recreation)(in order of preference)
_____
_____

11. Vocational Education of Trade Training courses(school work, correspondence etc) you would like to take._____
_____
_____

12. Courses you took in high school that seem to have been of most direct benefit to you since you left school._____
_____
_____

Konawa Public Schools

Konawa, Oklahoma

R. H. THARPE
Superintendent

R. L. WHAM
Principal

Former Student
Konawa High School
Konawa, Oklahoma

Dear Sir:

It will be appreciated very much if you will take a few minutes of your time to fill out the form attached hereto.

We are trying to set up a file of records of former students, emphasis being placed upon activity both before and after graduation.

Information collected will be treated with strict confidence and it is hoped that you will feel free and willing to give us your complete story.

Items 1 to 6 inclusive have been filled out from our records. Items 7 to 12 inclusive are the ones we want you to fill out for us.

Yours very truly,

R. L. Wham
High School Principal

RLW/

Typist

R. L. Wham

Assisted by

Archie Thomas