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APPRENTICESHIP SELECTION PRACTICES OF THE BUILDING AND CONSTRUCTION TRADES UNIONS IN OKLAHOMA

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DEDICATION

This dissertation is dedicated to my wife, Patricia Ann Brighton, without whose assistance and continual encouragement this study would not have been possible. It is dedicated also to my children, Cheryl Lee, Susan Kay, Lori Jo, and Todd Alan Brighton, for their moral support and understanding.

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CHAPTER I

INTRODUCTION

Background, Need, and Purpose for the Study

Background

The greatest single investment that we as a people have is in our skills and "know-how." It is imperative that we guard, cherish, and strive to propagate this investment. Our future progress, strength, and way of life depend upon a conscious concern for our manpower resources, their training, and obtained skills. An inescapable responsibility of a democracy is the unceasing cultivation of individual talents and capabilities of all its people. McGlon states:

> The most responsible officials and scientists of our nation have concluded that the Free and the Slave World are about equal when it comes to material resources. Our greatest advantage, is the superior skill of our craftsmen. We must maintain that advantage...Our survival...and our way of life...may well depend upon how well we do it.[1]

Today, the skilled worker of the trade industry transforms the ideas and diagrams of the scientist and engineer into the reality of a finished

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[1]Jesse McGlon, "Making Apprenticeship Pay," Machinist Monthly Journal, Vol. LXVIII (January, February, 1956), p. 28.

product. Therefore, it is safe to say that the quantity and the quality of the finished product will be in direct proportion to the degree of attained skill and the number of skilled craftsmen available.

The maintenance of a sufficient number of skilled craftsmen depends, on the outset, on the ability to select qualified apprentices. Many of the trade unions have formulated definite selective procedures for determining the most suitable apprenticeship candidates. Joint-Apprenticeship-Committees have specifically been created for establishing criteria for apprenticeship selection.

Each year, the skilled trades throughout Oklahoma offer more than four hundred apprenticeship opportunities. Every trade desires to fill its apprenticeship openings with the best available manpower. To do this the Joint-Apprenticeship-Committee Plan was initiated by many union locals to aid them in better selection and training procedures. Each Joint-Apprenticeship-Committee devises its own criteria for apprenticeship selection and training. The committee's action is primarily designed to serve a three-fold purpose: (1) to aid qualified individuals, seeking training, to earn a better livelihood, (2) to contribute to the State's resources of skilled manpower, and (3) to perpetuate and up-grade the trade itself.

Good selection must be based upon predetermined variables, designated by the Joint-Apprenticeship-Committee's as necessary requisites for each trade. Knowledge of these variables and the relative importance assigned to each one will be of immeasurable value to educational, professional and occupational counseling personnel. A breakdown on each skilled trade's selection practices as they are presently applied and used in the State of Oklahoma will provide specific information to all interested

parties. This interchange of information can easily bring about innovations, pointing out: (1) falsely held concepts, (2) basic weaknesses in the selection and training programs, (3) leads to apprenticeship upgrading, (4) need for critical re-evaluation of present programs, (5) need for curriculum planning in schools, (6) aims and purposes of apprenticeship training, and (7) the importance of the skilled trades and their need for recognition.

Educational institutions through the delegation of responsibility have assumed an increasingly greater role in the developing of each individual to his full capacity. In order for these institutions to live up to this responsibility, information on all facets of the world of work must be readily available. Sound guidance principles point out that a person is happier and more successful if he pursues that area of endeavor for which he has the potential ability and proper background experience.

The educational institutions of Oklahoma are in serious need of more basic information about entry into the world of work. The following statistical breakdown exemplifies in part the magnitude of this problem:

> In Oklahoma high schools there were 27,052 graduating seniors in 1962. In the spring of 1963, there were 19,748 freshmen enrolled in state and private colleges of Oklahoma. From these figures we arrive at the assumption that 69.3 per cent of the high school graduates are going to college. However, 6 out of every 10 students who enter college, in Oklahoma, do not finish.[2]

These facts immediately pose two questions: (1) What happens to those who for one reason or another fail to complete college training? (2) Do those who do not enroll in college or cannot complete college training

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[2]Oklahoma Employment Security Commission, Employment Service Division, "Youth Program in Oklahoma," (Oklahoma City: 1963), p. 1.

have adequate knowledge of or about the occupational alternatives that may be best suited for them?

Need for the Study

As the scientist brings about technological advances, greater pressures are brought to bear upon his fellow-man; for each new technological advance creates a multitude of complexities, especially in a democratic society. One of the most notable aspects of this relationship can be found in the cause and effect impact it carries with it in regard to qualifying for the world of work. Every new scientific advancement in some manner affects this major facet of our citizenry's life through consternation, fear, doubt, or apprehension. Being philosophical, one can answer this by saying that the challenge to society by technological developments and engineering advancements can be met by the maximum utilization of the potential of all its citizens. However, philosophical reverberations alone will not bring about a concrete answer to this problem.

America's strength and future progress will become increasingly dependent upon the optimum development and use of its manpower resources. The War Manpower Council Bulletin states, "The best possible education and training for all in order to help them prepare for life and work, must be the nation's constant goal."[3] Those who are assigned the task of helping individuals discover and gain entry into occupations in which they can develop the necessary skills and contribute to their fullest potential find this task becoming more difficult.

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[3]National Manpower Council, A Policy for Skilled Manpower, (New York: Columbia University Press, 1954), p. 10.

The late 1940's and the 1950's ushered in an educational movement with special emphasis placed on professional training. With this movement came a wealth of information and material on entry into the professions. This information became readily available to parents, teachers, guidance counselors, and to the young people themselves. There has been, however, a dearth of information in regard to the "real" qualifications required for entry into the skilled-trade occupations on the individual state levels.

It seems ironic that the area of occupational guidance suffers from such a lack of information when compared to that of educational guidance. Occupational counseling has far more complexities, greater diversities, and a much larger population to serve than does that of educational counseling. The majority of occupational information comes from governmental agencies, who report their findings in generalized form, as especially with regard to the specific qualifications needed. The magnitude of complexities of occupational counseling, coupled with its many unique and localized diversities make it easily apparent why this guidance service often fails to measure up to its delegated task. In return, many individuals are deprived of the guidance needed to aid them in the establishment of occupational goals and to give meaning as well as direction to their educational experiences.

> Information presented in usable form that extends the occupational horizons of boys and girls, gives them a sense of the characteristics and future prospects of different occupational fields, and indicates the preparation required to enter them is basic for an effective guidance program.[4]

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[4] Ibid., p. 10.

These conditions do not often prevail; consequently, an individual's vocation is haphazardly determined. Good guidance practice seeks to have the individuals themselves make careful career choices which are compatible with their interests, aptitude, and ability.

It is concluded in some studies that before starting school many individuals cherish thoughts of occupational endeavors they would like to pursue. Thus, there are many in the field of occupational guidance who believe it is at this time, during the developmental years of elementary school, that the children are ready for and need greater exposure to the world of work. At the secondary school we find support from a large group who feel that students at this stage of learning are ready to start making rather definite choices. The placing of guidance counselors at the secondary school level first, along with student curriculum selection, strongly indicates where the majority of educators place their vocational information stress. Then there is a school of thought which believes the high school senior is too premature to decide his life's work. However, majority opinion suggests that it is at the secondary school level that most individuals go through a period during which they gradually arrive at a rather definite occupational choice. This choice is usually based partly on what the individual would like to do in lieu of his interests and real or imagined abilities, and partly on a realistic understanding of preparation requirements and opportunities in an adult society. Such understanding, arrived at as early as possible, could contribute much towards instilling in an individual a desire to take greater advantage of his educational opportunities. This type of logic is the basic ammunition that the advocates of elementary occupational guidance use in their

desire to have vocational information incorporated into the school curriculum on a progressive basis. The following quotation gives added emhasis to their position:

> If youngsters understand that their early selection of courses of study may restrict their freedom to make subsequent educational and occupational choices, if they can perceive the importance of their schooling in preparing them for the work that they might want to do...in short, if they are shown the relationship between education and their future vocational opportunities, most of them would probably be far more interested in their education.[5]

Our heritage of freedom placed early in our societal structure the concept that everyone is entitled to an equal opportunity of rights and selection. The passage of time, coupled with competition has dispelled that concept and it now pertains only to the basic individual rights. It is assumed that a majority of Americans believe that every young person should be free to select and enter any occupational endeavor for which he can qualify. Any discrimination or restriction of this freedom in considered contrary to the democratic principles of equality of opportunity. Yet the lack of information about opportunities and entrance requirements in the multiplicity of occupations in a modern society can, in fact, prevent entry into an occupation where the individual can maximize his contribution.

Emphasis on individual welfare and responsibility calls for cultivation of wisdom in the individual. He needs to be informed, to be sensitive, to be socially responsible, to be motivated and skillful. The development of these qualities becomes more important as the role of the individual in a democracy is emphasized. Education which develops such qualities increases the nation's manpower resources and at the same time

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[5]Ibid., p. 268.

strengthens the individuals who in turn strengthens the traditional ideal.

An important component of our modern craft society is an adequate number of skilled craftsmen to complement the contribution of technicians, engineers, scientists and other professionally trained personnel. Louis Ruthenberg, one of Industry's foremost statesmen, retired chairman of the Board of Servel, Inc., comments on this point. "The skilled worker has always been the pivot point on which every industrial operation turns."[6] The enormous consumption of production in all capacities of work is now, and will be, helplessly dependent upon the highly developed skills and technical knowledge of craftsmen.

The building and construction trades throughout the United States are characterized by constant change. New scientific and engineering break throughs make the need for craft versatility a prime requisite of all its journeymen. Scientists and engineers often claim, "If it works it is obsolete," an assertation which in many facets of our society is not only accurate but based on a reality. New occupations which will require additional knowledge and new skills will continue to appear as they have in the past, possibly in greater numbers and with more rapidity. The economic well-being of an industrial society is dependent upon the ability of its workers to adjust to these changes and the speed with which they can master new skills. The National Manpower Council supports this viewpoint:

> Underdeveloped societies cannot realize the potentialities of an existing technology if they do not have the requisite kinds of skilled workers. So-called advanced societies, on the other hand, are always under some pressure to facilitate the acquisition of the new orders of skills needed by a changing technology

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[6]Louis Ruthenberg, "The Crisis in Apprenticeship Training," Personnel, Vol. XXXVII (July-August, 1959), p. 28.

or run the risk of retarding their economic growth.[7]

It appears necessary to provide apprentices aspiring to become journeymen with a planned program opportunity allowing for diversified training in their respective areas of specialization, rather than to offer simple work at a trade in a hit or miss fashion. A training program which insures experiences in all aspects of an occupation, combined with the necessary technical instruction, would enable the craftsman to adapt more readily to changing conditions and new occupational requirements. The apprenticeship system of education, properly administered, provides a more intensive, organized, and diversified background for future journeymen.

> The skilled worker who is a product of apprenticeship training has been prepared for an occupation rather than a specific job and is likely to be better equipped to meet the challenge of new problems than is a worker who "picks up" his skills.[8]

Information concerning entry requirements into apprenticeship training programs can be found in the literature. Most often the information available is vague and of such a general nature as to render it almost valueless. Requirements are usually cited including interest in the trade, education, (high school graduate or equivalent), age (between 16 and 25 years old), and physical condition. These statements are too ambiguous and inadequate for individuals seeking to prepare for possible entry into the skilled occupations. Counseling and personnel specialists as well as parents find it difficult to counsel properly with the current information available to them. Educators find evaluation and planning of school curricula seriously handicapped by this lack of essential criteria, particularly when the

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[7]National Manpower Council, op. cit., p. 12.

[8]National Manpower Council, op. cit., p. 58.

curriculum is supposedly designed to meet the needs of youth. In order to meet the needs of those desiring to enter into the skilled trades, a more up-to-date and comprehensive criterion breakdown on requirements should be made. This information should then be made readily available to those connected with the occupational planning phase of education.

The present methods, involving generalizations, extrapolations, preconceived notions and blanket type information, are not adequate with regard to the magnitude and seriousness of the problem. A study of the specific factors and the relative importance of each one that describes the Joint-Apprenticeship-Committee's actual selection practices is needed by all occupational counseling services.

Purpose of the Study

This investigation was prompted by (1) a recognition of the lack of information on entry requirements into the world of work, and (2) a realization of the possible values a state-wide study would provide in regard to specific information on apprenticeship selection practices by Joint-Apprenticeship-Committee's of the Building and Construction Trades of Oklahoma.

THE PROBLEM

Statement of the Problem

The task undertaken in this study is to determine the basic criteria considered in apprenticeship selection by the Joint-Apprenticeship-Committees in the State of Oklahoma for the building and construction trades. This study further describes the importance of each selective variable and analyzes the mean difference of significance placed upon each by the three regional building and construction trade council areas.

The problem, therefore, is to consider the significant criteria and to gather pertinent data concerning the relative importance assigned to each criterion used in the selection of applicants for entry into their apprenticeship programs.

The secondary questions which the present study seeks to answer are the following:

1. Is there any significant difference between the criteria considered important by the Joint-Apprenticeship-Committee's, contrasted to those which are considered important by selected apprentices?
2. Does the applicant's high school course work content have any significance to the Joint-Apprenticeship-Committee?
3. Dc the applicant's high school grades have any significance to the Joint-Apprenticeship-Committee?
4. Does the applicant's high school deportment have any significance to the Joint-Apprenticeship-Committee?
5. Does the applicant's high school attendance have any significance to the Joint-Apprenticeship-Committee?
6. Does a high school diploma or its equivalent have any significance to the Joint-Apprenticeship-Committee?
7. Do the applicant's hobbies or interest in mechanical things have any significance to the Joint-Apprenticeship-Committee?
8. Does having a member of the family in the trade have any significance to the Joint-Apprenticeship-Committee?
9. Are personal recommendations from the last school attended of any significance to the Joint-Apprenticeship-Committee?

10. Are recommendations from friends or acquaintances of any significant value in the actual selection practice to the Joint-Apprenticeship-Committee?

11. Is the possession of manipulative skills needed to be immediately productive on the job of any significance in being given preference by the Joint-Apprenticeship-Committee?

12. Are test scores of any significant value in selection by the Joint-Apprenticeship-Committee?

13. Does the recommendation(s) from previous employer(s) have any significance to the Joint-Apprenticeship-Committee?

This study will be further guided by the following specific objectives:

1. To collect essential and specific kinds of information for use in the development of a more effective counseling and guidance program.

2. To provide information to Oklahoma's educators for possible study and evaluation of education's contribution to the preparation of individuals for entry into this phase of occupational life.

3. To provide information to educational institutions now responsible for providing related technical instruction to apprentices, which may assist such institutions in building curricula in accord with the abilities and capabilities of their students, and in adjusting teaching methods and techniques.

4. To provide management and labor a composite profile of Oklahoma's apprenticeship selection practices as a guide that could be used in the establishment of new programs or in the improvement of existing programs.

5. To compile and identify information on the current practices of apprenticeship selection by the Joint-Apprenticeship-Committees in Oklahoma.

6. To contrast the basic criteria deemed necessary by the Joint-Apprenticeship-Committees with that which the selected apprentices themselves considered to be important.

Limitation of the Study

This study is concerned only with the Joint-Apprenticeship-Committees of the building and construction trades in Oklahoma that maintains an apprenticeship training program under a formal written agreement between the Joint-Apprenticeship-Committee and the apprentice. The training program must contain a selection process to screen the applicants which can be described, a statement of content of the program, the sequence in which the content is to be studied, and a stated length of time within which the content is to be mastered.

This investigation is concerned solely with the selection practices and not with the over-all operational apprenticeship system of the building and construction trades. It is necessary, however, for clarification, to include some background material on the origin and importance of apprenticeship training and its lineal relationship to the present skilled labor force as a focal point for the study of selection practices.

This study by design and purpose makes no attempt to evaluate the adequacy of apprenticeship training programs themselves, nor their appropriatness to meet the trade needs of Oklahoma. Therefore, this study in no way projects or forecasts the future status of apprenticeship training in the state. A question in regard to future apprenticeship growth was asked in the questionnaire. The responses have been written up only as a brief concensus of the Joint-Apprenticeship-Committees opinion. The evaluative and predictive phase of this study was confined to the selection practices

of the entire state in regard to and within the framework of the previously outlined program. This investigation examines existing practices rather than philosophical reasons why certain criteria variables were included or not included in apprenticeship selection.

Definition of Significant Terms

Terms which are given special meaning in this study or which might be interpreted in various ways are defined as follows:

1. Apprentice, The Dictionary of Education defines "Apprentice" as:

> A young person, who with his parents or guardian has entered into an agreement with an employer under which the employer is to provide an opportunity for the apprentice to learn a skilled trade or occupation.[9]

The Bureau of Apprenticeship, U. S. Department of Labor, defines the term "Apprentice" as:

> A worker who learns, according to a written agreement, a recognized trade requiring two or more years of work experience on the job through employment, supplemented by appropriate related instructions.[10]

The two definitions cited above are those of widespread usage but for the purpose of this study, "Apprentice" has been defined as follows: A person of at least 16 years of age who has entered into a written agreement with a Trade Union providing not less than 4,000 hours of employment encompassing work experience in all aspects of the trade with time delegated to each area of experience as determined by its importance in the trade; plus related classroom instruction of at least 144 hours per year to be included in or supplemental to work experience hours.

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[9] Carter, V. Good, Dictionary of Education, (2nd ed.; New York: McGraw-Hill Book Company, 1959), p. 34.

[10] "Personnel Policies and Practices Report," Prentice-Hall, Inc., Pamphlet No. 3519, (1960).

2. Variables or Factors. The terms "Variable" or "Factor" will be used interchangeably to identify one of the elements that contribute to a result. For the benefit of this study they will be further defined as basic elements that enter into the determination of an applicant's acceptability as an apprentice.

3. Joint-Apprenticeship-Committee. A council also referred to as the "J.A.C." is defined as a small group whose membership is equally shared by labor and management, with consultive and administrative responsibility for an apprenticeship training program in one or more of the skilled trades.

4. Apprenticeship Agreement. Each apprentice is covered by a written apprenticeship agreement with one of the Joint-Apprenticeship-Committees. (Three copies of this agreement are made-one for the apprentice, one for the J.A.C., and one for the registration agency. See Apprendix H).

5. Selection Practices. For the purpose of the study "selection practices" refer to the methods employed, either a written trade policy or accepted as policy through usage, by which the Joint-Apprenticeship-Committees screen applicants and determine their relative acceptability for apprenticeship.

6. Bureau of Apprenticeship and Training. This Bureau is a division of the United States Department of Labor. It plans standards of apprenticeship for the training of skilled workers. They specify the adequacy of work experience and govern the length of an apprenticeship. They also deal with provisions for supervising the worker and his technical instruction while he is learning. This branch of government plays a significant role in states having registered apprenticeship training programs. The State of Oklahoma at present does not have a registered apprenticeship

program; therefore, the main activity of this governmental service for the purpose of this study and its activities in Oklahoma will be that of giving technical assistance to the Joint-Apprenticeship-Committees throughout the state.

7. Registered Apprenticeship. A training program designed to train apprentices in the skilled trades which is recognized by and registered with the United Stated Department of Labor Bureau of Apprenticeship and Training.

8. Non-Registered Apprenticeship. A training program that meets the standards established by the Bureau of Apprenticeship and Training but is not registered with the Bureau.

9. Probationary Period. A predetermined and definite length of time during which an apprentice receives a trial or test period in an occupation.

10. Certificate or Completion. Apprentices who have completed their apprenticeship training and who have passed the required journeyman examination are awarded a certificate by their Joint-Apprenticeship-Committee, attesting to their satisfactory completion of training and recognition as qualified journeymen. (See Appendix G).

11. Journeyman or Craftsman. The titles of "Journeyman" or "Craftsman" for the benefit of this study will have the same meaning and will be used interchangeably. They are defined as any person certified by their respective craft union as being qualified to fulfill the obligations demanded in their trades.

Nature and Source of Data

In the State of Oklahoma there are three Building and Construction Trades Councils: (1) The Southwestern Building and Construction Trades

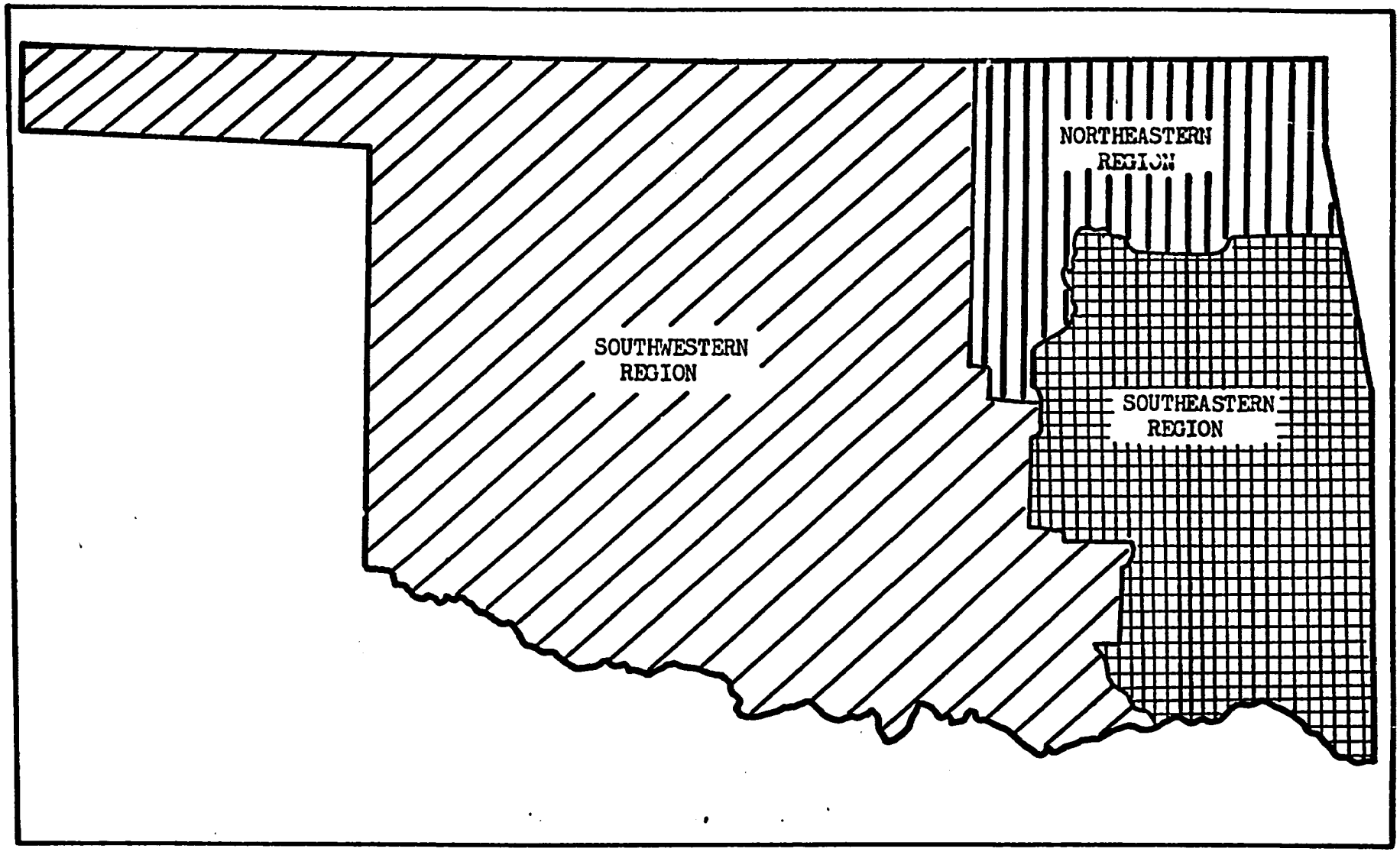

Fig. 1 - Jurisdictional Areas of the Building and Construction Trades Councils in Oklahoma.

Council, which is located in Oklahoma City, (2) The Northeastern Building and Construction Trades Council, located in Tulsa, and (3) The Southeastern Building and Construction Trades Council, located in Muskogee. Each of these Councils has operational jurisdiction over a defined geographical area, in which they are the representative and guiding body for the Building and Construction Trades affiliated with them. (Appendix D).

From these three Building and Construction Trades Councils, lists were obtained of all their affiliates which have a formalized apprenticeship training program with apprentice selection being done by a Joint-Apprentice-Committee. A jurisdictional breakdown on those meeting the above criteria shows the following: (1) The Southwestern region lists 45 trade affiliates representing 21 trades, (2) The Northeastern region lists 12 affiliates representing 12 trades, and (3) The Southeastern region lists 5 affiliates representing 5 trades.

Two sources of data was involved in this study. The first source was the questionnaire which was sent to each of the Joint-Apprenticeship-Committees. The second data-gathering instrument was also a questionnaire. This was administered to randomly selected, indentured apprentices with all trades involved being taken into consideration.

Method of Research

General Methodology

The research design most appropriate to this problem was the normative-survey as defined by Barr, Davis, and Johnson. They state:

> Normative-survey method is concerned with description of facts and conditions as they exist, without imposition of control upon factors influencing the materials under investigation.

> The method is essentially one of determining the present status of some educational problems by means of appropriate techniques. Ordinarily one is interested in ascertaining the adequacy of the status found.[11]

Standard techniques of library research were employed in identifying studies and other literature relating to the problem from which assumptions were formulated relative to current apprenticeship selection practices.

Formulation of Questionnaires

In preparation for this investigation, literature on the building and construction trades apprenticeship qualification practices was reviewed. Trade representatives, educators, employment personnel, apprentices and laymen were consulted to ascertain what kinds of informative data should be included in this study. The divergence of opinion of the persons consulted made it necessary to prepare two questionnaires: (1) One in which each Joint-Apprenticeship-Committee for every trade would be surveyed and their answers recorded and analyzed (Appendix B), (2) A second questionnaire was designed to check what the apprentices themselves considered as having been important in their selection (Appendix C).

After reviewing the Building and Construction Trades basic entry criteria, two questionnaires were designed which appeared adapted to this study. These instruments were then discussed point by point with educators, joint-apprenticeship-committee representatives, labor leaders, employers, apprentices and laymen. Revisions leading to the final forms were made on the basis of their suggestions and criticisms.

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[11]Arvil S. Barr, Robert A. Davis, and Palmer C. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1953), p. 337.

CHAPTER II

KEY CHRONOLOGICAL DEVELOPMENT OF THE APPRENTICESHIP SYSTEM

Origin

Training for a trade is as old as civilization. The earliest recorded means of symbolic transmissions point out the master's work, along with those who either copied or sought to learn work at hand. Later as men observed other individuals, he became aware of the fact that some had special abilities. From these observations the process of deductive reasoning allowed that some individuals could perform certain tasks with greater proficiency than others. It would be safe to assume that (at least from the time that man became a communal being) some specialization existed before symbolic transmissions.

Four thousand years ago Babylonian law included provisions insisting that Artisan's teach their crafts to the younger generation. These ideas perpetrated and 1700 years later was fixed into law:

> In the Code of Hammurabi, a Babylonian Monarch who reigned from 2285 B.C. to 2231 B.C., various classes of workers were distinguished, their duties were defined and compensation was fixed.[12]

This reported division of work represents what is probably the first recorded instance of labor specialization. The Hammurabi Code shed significant

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[12]Edward S. Cowdrick, Manpower in Industry (New York: Henry Holt and Company, 1924), p. 11.

new light on basic ideas relating to the world of work. The impact of this code in some aspects still prevails in the modern world of work.

According to Roberts, this specialization necessitated new methods of learning to work, which involved the assignment of youth to a task or vocation. These youth in turn spent time as learners and in this manner a system of apprenticeship, in regard to the first organized teaching and working, came into being.[13] A degree of state supervision did prevail; the master was obligated to teach his apprentice a trade and not simply exploit boy labor. To emphasize this a quote from the Hammurabi Code seems to be very appropriate:

> If an artisan takes a son for adoption and teaches him his handicraft one may not bring claim against him. If he does not teach him his handicraft that son may return to his father's house.[14]

The apprenticeship system of Hammurabi was used for all forms of work including manual as well as professional.

Shortly after this time we find apprenticeship training spreading to many sections of the then known world. China practiced the apprenticeship method of training, possibly for more centuries than present records indicate. Egypt established scribe apprenticeship schools in 2,000 B. C. One early Egyptian writing indicates how they advocated and tried to encourage their scribe apprenticeship program.

> Dost thou not bethink thee how it fareth with the husbandmen? The worm hath taken the corn, the hippopotamus has devoured

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[13]Roy W. Roberts, Vocational and Practical Arts Education (New York: Harper and Brothers, 1957), p. 34.

[14]The Code of Hammurabi, rules 188-189, trans. Harper (Chicago: University of Chicago Press, 1904), p. 71.

> the rest. The mice abound in the field and the locust hath descended...But to the scribe, he directeth the work of all people. For him there are no taxes and there are no dues for him.[15]

The Hebrews who settled in Palestine about this same time, unlike many of the early peoples, held manual labor in high regard. The Talmud teaches: "A man who does not teach his son a trade, teaches him robbery."[16] Solomon the King of Isreal had a well established and definite skilled labor force with a planned apprenticeship program. Paintings depicting the building of his great temple (966-957 B.C.) show the craftsmen dressed in their working clothes which prominently displayed their craft status.

An apprenticeship system existed also among the early Greeks. A statement in Plato's Republic refers to "his sons and apprentices."[17] Zenophon in one of his works said; "It is just as necessary as when a man puts his son out to apprentice to be trained that a contract should be made concerning what the son should know."[18] Further evidence that agreements existed between the master and the father can be found in one of Lucian's works where he mentions being apprenticed to his uncle to learn sculptoring but that he broke his contract and ran away.[19]

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[15]Adolph Erman, Literature of the Ancient Egyptians, trans. Aylward M. Blackman (New York: E. P. Dutton and Co., 1927), p. 198.

[16]The Talmudic Anthology, ed. Louis J. Newman, (New York: Behrman House, Inc., 1945), p. 126.

[17]Plato, The Republic, iv. 420, trans. Jowett (New York: Liverright Publishing Corp., 1927), p. 319.

[18]Zenophon, Scripta Minora, 1. 17-11.4, trans. E.G. Marchant (Cambridge: Harvard University Press, 1925), p. 307.

[19]Lucian, The Dream, trans. Emily Smith (New York: Harper and Bros., 1892), p. 5.

The basic emphasis placed upon the transfer of skills began 4,000 years ago in 2100 B.C., the date of the Babylonian Code of Hammurabi, which made explicit provision that artisans teach their crafts to youth. Since time immemorial progress has been due in large measure to craftsmen who have learned their trades from their elders. Historically, apprenticeship is an educational process in which the student learns by doing.

Apprenticeship in the United States Prior to World War II

Apprenticeship as it existed during the early history of the United States was patterned after the system developed during the Middle Ages in Europe. Kisch reported that the system provided for craftsmen in towns to joint craft guilds which were established for mutual protection.[20] These situations of apprenticeship were protected and regulated by laws stipulating the rights of the master and apprentice.

The pattern of apprenticeship brought to the United States by early colonists was distinguished by these characteristics: (1) indentures bound the apprentices and master together for a specified number of years; (2) contracts were formulated in which the master agreed to teach the apprentice the trade; and (3) the master ordinarily furnished lodging for the apprentice. An example of the indenture contract reads:

> This Indenture Witnesseth
>
> That Stephen D. Maillory of the Borough of Pottstown in the County of Montgomery and State of Pennsylvania hath put himselve and by these presents doth voluntarily and of his own free

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[20]Herbert Kisch, "The Crafts and Their Role in the Industrial Revolution:" (unpublished Ph.D. dissertation, University of Washington, 1958), p. 58.

> will and accord, put himselve apprentice to Daniel S. Glackens of the said Borough, County and State Printer to learn his Art, Trade and Mystery* * *. During all which term, the apprentice his said master faithfully shall serve, his secrets keep, his lawful commands every where gladly obey, he shall do no damage to his said master nor see it done by others, without letting or giving notice thereof to his said master, he shall not waste his said master's goods, nor lend them unlawfully to any. With his own goods nor the goods of others, without license from his said master he shall neither buy nor sell, he shall not absent him day or night from his said master's service, without his leave; nor haunt ale houses, taverns nor play-houses, but in all things behave him as a faithful apprentice ought to do, during the said term. And the said master shall use the utmost of his endeavors to teach, or cause to be taught or instructed, the said apprentice in the trade or mystery of a Printer the said master is to give his said apprentice two pairs of new shoes in each year and sixty two and half cents each week payable weekly* * *and procure and provide for him sufficient meat, drink, apparel, lodging and washing, fitting for an apprentice.[21]

These conditions insured that the youth of the day were under control (paternal in character) up to the age of 21 years, and given an opportunity to learn the skills necessary for their trade.

The apprenticeship system in Colonial New England served as a welfare measure in relieving the pressure of community provision for poor children. Many youngsters less than ten years old, whose parents could not support them, were indentured to masters who agreed to teach them a trade. This practice was legalized by the poor laws.[22]

During the Colonial Period apprenticeship systems were best suited to small scattered industries and to semi-domestic crafts. Large-scale immigration of skilled workers, however, practically eliminated the need for

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[21]U. S. Department of Labor, Bureau of Apprenticeship and Training, Apprenticeship Past and Present, (Washington, D.C.: U. S. Government Printing Office, 1962), p. 8.

[22]Ibid., p. 9.

an apprenticeship system. Then, too, technological developments made the system ineffective. Apprenticeship became largely a means of teaching the poor and unfit an occupation so that they might become useful citizens and not public charges. This is one chapter in the history of apprenticeship which caused a stigma difficult to outlive, that related to the exploitation of poor children as well as poverty-stricken men and women. Many were indentured servants, who were given little or no opportunity to learn a trade; and the system can hardly be classified as apprenticeship. The practice of indenturing servants, some of whom were undesirables, including prisoners imported from abroad, took place largely in the Southern States, where workers were needed on the plantations. They worked off their transportation cost by serving as so-called apprentices. This exploitation of unfortunates was finally erased after public sentiment brought about regulative acts.

The process of finding a substitute, or a way of revamping this moribund apprenticeship system, was neither rapid nor easy. Many factors and conflicting interests, such as desires for higher immediate profits, trade unions, and the tendency of the American male to be occupationally mobile, made experimentation cautious and development extremely slow. The objective of the employers was to increase output by keeping an employee on a single process, and most of them hesitated to train apprentices because of the well-known eagerness of workers to change jobs to obtain better working or living conditions for themselves and their families. Then, too, trade unions guarded, with carefully-planned regulations, the quality and number of apprentices in training. Despite all these difficulties, from experimentation and study a modern system of apprenticeship evolved. With

the many complexities of the modern work force in the United States, it is obvious that the system is different from that which prevailed in colonial times. However, the basic concept of learning by doing is still an integral part of the emergent system.

The products made today by apprentices who compete in national and area contests may be likened to the final masterpieces of apprentices in early days. In the bricklaying, electrical, sheet metal, painting, foundry, and other trades, cash prizes are awarded to apprentices who produce the best example of work in the area in which they are being trained. Many Joint-Apprenticeship-Committees today demand as part of the final examination in their apprenticeship program, that the apprentice without supervision, complete a contract job ordered by a customer. This special prcject may be in actual size or miniature depending upon its feasibility. When completed, the special project is submitted to the Joint-Apprenticeship-Committee who are in charge of the training program, to judge its quality before the awarding of the completion certificate.

With the expansion of industry in this country and abroad, following the industrial revolution, the apprenticeship system was revolutionized for application to the new machine age. Although the apprentice-master relationship continued to some extent even after the industrial revolution was underway, "domestic apprenticeship," as the early system has been appropriately labeled, gradually disappeared as a result of the economic need and with the enactment of public education laws. The previous compensation with board and lodging was changed by employers to the payment of wages, which, though insignificant compared with those of today, were graduated in accordance with predetermined scale. The term "master,"

however, has been carried on. "Master machinist," "master plumber," and "master carpenter," are familiar terms.

It was not until the latter part of the 19th century, however, that there were any apprenticeship systems established which were at all comparable with those of the present day. In the early 1900's the great majority of skilled workers in the United States came from abroad. Most of the workers who acquired their skills solely in this country did so through their own devices, by watching and getting advice from experienced men, by sheer persistence and trial and error.

First Legislation

The first legislation in the United States to promote an organized system of apprenticeship was enacted in Wisconsin. In 1915 this State passed a law placing apprenticeship under the jurisdiction of an industrial commission. The law followed the enactment of a State law requiring all apprentices to attend classroom instruction five hours a week.

Apprenticeship on a national level in the United States has been a natural outgrowth of an increasingly greater need for skilled workers of which the Nation as a whole became keenly aware during the boom days following World War I. Due to the curtailment of immigration after the war and the reduction in the number of skilled workers coming from other countries, the need of comprehensive training of apprentices throughout the Nation became a vital necessity.

The decade beginning in 1920 saw a concerted effort for a national uniform system of apprenticeship, initiated by national employer and labor organizations, educators and government officials --- Federal, State and local. In the forefront of this movement were representative groups in the construction industry.

The combined effort on the part of various interests in all industries led to the participation in 1934 of the Federal Government in the promotion of apprenticeship on a national basis. That year the Federal Committee on Apprenticeship, which was originally interdepartmental, was appointed by the Secretary of Labor to serve as the national policy recommending body on apprenticeships in the United States. This committee was originally created to assume the responsibilities with respect to apprentices and their training under industrial codes formulated by the National Recovery Administration.[22]

In 1937 the National Apprenticeship Law was passed by Congress. This law, popularly known as the Fitzgerald Act, was enacted 'to promote the furtherance of labor standards of apprenticeship...to extend the application of such standards by encouraging the inclusion thereof in contracts of apprenticeship, to bring together employers and labor for the formulation of programs of apprenticeship." It is an enabling act in every sense of the word, without mandatory injunctions.

As a result of this act, the Federal Committee on Apprenticeship was reorganized and enlarged to include an equal number of representatives of employers and labor, in addition to a representative of the U. S. Office of Education. Also, Apprentice-Training Service (now known as the Bureau of Apprenticeship and Training) was established as the national administrative agency in the Labor Department to carry out the objectives of the law in conformance with the policies determined by the Federal Committee. For the guidance of employers and labor, this committee has recommended certain

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[22]Ibid., p. 26.

fundamentals to follow in setting up an apprenticeship program. An effective apprenticeship program, as recommended by the Federal Committee on Apprenticeship and cooperating State apprenticeship agencies, should contain provisions for the following:

1. The starting age of an apprentice is not less than 16 years.
2. An established schedule of work processes in which the apprentice will receive instructions and experience on the job.
3. Organized instruction to provide the apprentice with knowledge in technical subjects related to his trade with 144 hours annually normally considered necessary.
4. A progressively increasing schedule of wages.
5. Proper supervision of on-the-job experience with adequate facilities to train apprentices.
6. Periodic evaluation of the apprentice's progress both in job performance and related knowledge, and the maintenance of appropriate records.
7. Employee-employer cooperation.
8. Recognition for successful completion.
9. Selection of men and women for apprenticeship without regard to race, creed, color, national origin or physical handicap.[23]

The above guiding principles brought reality to Monroe's statements written up in 1911, in a report on industrial education. His views were:

> It is more than passing interest to note that the revival of apprenticeship by large corporate interests through comprehensive and sane regulations is gradually taking form. With the growing feeling that the old-time apprenticeship system must be modified to meet modern conditions of life, there looms up the question of a substitute which shall keep the best and most necessary of the older customs, and meet modern requirements.

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[23] Ibid., p.29-31.

> It is further recognized that the old apprenticeship system possessed many features that were uneconomic and unjust, but with preservation of much that was good and its application by proper blending with the modern idea of perfection in theory, it would lead to more satisfactory results. A marked tendency toward apprenticeship is taking place, and the feeling expressed by both employer and employee is that a gradual return will take place if such training is conducted sanely and advantageously to the American youth.[24]

Apprenticeship in the United States Since World War II

The present concern with the manpower resources of the nation dates essentially from World War II. It has been shaped very largely by a realization of the costly consequences produced by severe shortages under conditions of full mobilization and of the manpower difficulties experienced during partial mobilization necessitated by the fighting in Korea and by the cold war.

The United States cannot afford to have a large per cent of its skilled workers improperly or partially trained, especially in the face of increasing demands for highly-skilled craftsmen. James A. Brownlow supports this view with the following statement taken from an article in the American Federationist:

> We face challenging demands for rapidly increasing our skills and the number of workers capable of applying an ever-increasing degree of skill in a world which is constantly multiplying the pace of its scientific and industrial developments...Our apprenticeship programs are still only turning out every year about ten per cent of the journeymen required for necessary replacement...We cannot afford the extravagance of allowing two-thirds or more of our skilled work force replacement to be improperly or incompletely trained and versed in the skills of their trade.[25]

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[24] Paul Monroe, ed., Cyclopedia of Education (New York: MacMillan Co., 1911), Vol. 1, p. 198, citing A Report on Industrial Education, American Federation of Labor, 1910.

[25] James A. Brownlow, "We are Still Falling Short," American Federationist, Vol. LXI (October, 1958), p.5.

With the more widespread use of automation after World War II, demands upon the skilled labor force became greater. The resulting shortage became increasingly evident and was of widespread concern. The National Manpower Council attributes some of the concern to the world situation.

> World War II, the partial mobilization after the outbreak of hostilities in Korea in 1950, and the necessity of being prepared for the eventuality of full mobilization made Americans more aware than ever of the importance of an adequate supply of skilled workers and technicians...The training and effective utilization of skilled and technical manpower have concerned industry, labor organization, and government for some time.[26]

Industry, labor, and government have been concerned about skilled labor problems, especially since 1940. This is evidenced by these typical quotations from books, journal articles, and speeches.

> A high level of skill is vital to an advancing economy. Realizing this many groups such as: the President's Council of Economic advisors, the Defense Department, The Labor Department and others are concerned where future skilled workmen will come from.[27]

In 1956 Fjetland warned:

> Manpower problems have received increasing publicity in recent years, yet the public has been concerned with these problems only during periods of economic emergency. The nation cannot afford to wait until crisis compells it to consider how to improve and increase its skills.[28]

Brownlow expressed a similar concern when he said:

> We are consuming our skilled labor force much faster than we are replenishing it with properly trained journeymen, and we are not supplying the additional skilled workers needed to meet the growth needs.[29]

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[26]National Manpower Council, op. cit., p. 55.

[27]"A Growing Shortage," Business Week (August 18, 1956), p. 64.

[28]O. K. Fjetland, "Manpower Problems and the Nation's Welfare," Business Topics, Vol. IV (September, 1956), p. 2.

[29]James A. Brownlow, "The Skilled Workers of Tomorrow; Where Will America Get Them?" American Federalist, Vol. LXV (December, 1955), p. 18.

The first part of this chapter has been devoted entirely to the quantitative aspect of the skilled labor problem in the United States. It has been through comments such as these that action has been taken in all facets of the world of work in making known these needs. Many of these same authors have expressed concern over the present skilled-labor shortage, but they also stress that quality cannot be sacrificed for quantity.

The quality of the skilled labor force in the United States has caused as much anxiety as the quantitative problem. With an increased demand for more skilled workers and the lack of adequately trained replacements, concern has been expressed about quality of skills that will be possessed by craftsmen in the next decade.

> Each year that we allow an increased number of improperly trained workers to enter our journeyman work force through want of adequately trained skilled craftsmen, we are diluting that large portion of our national strength which is found in our skills and our training.[30]

Technological changes in the past decade have changed the characteristics and skill requirements of many trades. Today's electrician must be informed in electronics, as indicated by this statement taken from the April 1958 issue of Control Engineering: "Increasing use of automatic controls in industry makes it necessary for an electrician to know how to install electronic controls."[31] Plumber-pipefitters may be required to understand and maintain hydraulic and pneumatic equipment. With new scientific discoveries has come the need for entire new areas of knowledge and skills for the skilled tradesman.

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[30]James A. Brownlow, "We are Still Falling Short," American Federationist, Vol. LXV (October, 1958), p. 6.

[31]Sue Johnson, "California Union Okays Fifth Year Training in Electronic Controls," Control Engineering, Vol. V (April, 1958), p. 28.

> The pipe fitter working on construction of an atomic reactor must install pipe costing as much as $1,100 a foot... the cost alone isn't the important thing. Welding the pipe is an exact science; there's no room for error. Moreover, such materials as titanium and plutonium are basic to atomic energy but are strange to plumbers; to work in the new field they must learn about such things.[32]

Many maintenance men who formerly made measurements with tools to varying degrees of accuracy will measure with light waves and make inspections of equipment with x-rays. According to the National Manpower Commission, employers agree that "... the demands for skilled and technical workers will be high...higher levels of skill will be essential."[33]

An article in the Supervisory Management Journal summed up the problem by stating that technological developments will make changes in the kinds of work and degree of skill required.

> Changes in technology will result in changes in the nature of work...the skills required of workers will also have to change... In the 1956 labor force of seventy million men and women, only nine million were classified as skilled. Yet the new technology requires levels of skills and education above the present average.[34]

Skilled Labor and the Place of Apprenticeship

This part of the chapter is concerned with developing the overall view of apprenticeship's place and part in the training of the skilled labor force now and in the predictable future. Naturally, generalizations and statistics based on the national scene would in part be applicable to Oklahoma. Recognizing that labor is extremely mobile in modern society, problems of this nature are not restricted to one state or any particular

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[32]"Manpower for the Atom," Business Week (September 17, 1955),p.170.

[33]National Manpower Council, op. cit., p. 107.

[34]"New Skills for Old," op. cit., p. 15.

trade. A craftsman trained in Oklahoma can practice his trade almost anywhere if job conditions warrant the change. It seems imperative that the Joint-Apprenticeship-Committees employ the best and most efficient methods known for training the broadly skilled craftsmen needed to cope with the technological changes of the industrial world.

A characteristic of modern society is constant change. To compete on the labor market, the craftsmen must have broad backgrounds and be able to adapt to new situations. A statement from Manpower Resources and Utilization stresses the effect of change:

> In contrast to all the economic life of several hundred years ago, the modern industrial system is one of frequent change. The average young person, instead of counting upon the occupation to last a lifetime, can be fairly sure that the occupation he first learns will experience marked changes by the time he is in his later working life.[35]

The National Manpower Council made a similar comment:

> Constant change characterizes our economy. New ways of making goods, new skills and knowledge, and new occupations will appear in the future as they have appeared in the past. Consequently the more our skilled workers secure broad training that enables them to adapt easily to changing conditions the stronger we will be.[36]

The National Manpower Council in a further statement on this topic had this to say about apprenticeship:

> The worker broadly trained through apprenticeship can usually adjust more easily to changing conditions.[37]

A research committee of the American Society of Training Directors reported:

> The impact and demands of technological advancements including automation, on America's work force requires the attention of every-

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[35]Jaffe, A. J., and Stewart, Charles D. Manpower Resources and Utilization. New York: John Wiley and Sons, Inc., 1951.

[36]National Manpower Council, op. cit., p. 17.

[37]Ibid., p. 230.

> one concerned with training in industry and the construction trades ...Apprenticeship training will be called upon in increasing ways in the coming years.[38]

In an article, "Apprentice Programs Must Be Geared to Automation and Atomic Progress," James Poulton said, "The importance of apprenticeship will grow with the spread of automation...the apprenticeship program holds the key to the future supply of craftsmen in the dawning era of atomic energy."[39]

In the light of the materials reviewed as to the place and part apprenticeship in training of workers for America's skilled labor force, one might conclude that this type of training was increasing rapidly. Such is not the case, however, as the statistics in Table I on page 36 reveal that no significant changes have taken place. It is also imperative to understand that the number of apprentices in training in any given year does not represent the number of skilled craftsmen entering the labor force during that year since the duration of most apprenticeships is approximately four years. Statistics from the Bureau of Apprenticeship and Training show that only 30,000 to 40,000 apprentices registered with the Bureau complete their training and enter the labor force each year.[40] It cannot be precisely determined how many skilled workers are developed by other than registered apprenticeship programs. Table I also provides information regarding the number of apprentices who completed their apprenticeship during the years 1941 through 1959. It can be assumed that most of these entered the labor force as skilled workers.

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[38]Earl R. Williams, "Apprentice Training," American Society of Training Directors, Vol. XII (June, 1958), p. 48.

[39]James Poulton, "Apprentice Programs Must Be Geared to Automation and Atomic Progress," Machinist Monthly Journal, Vol. LXVII (July, August, 1955), p. 213.

[40]National Manpower Council, op. cit., p. 212.

TABLE I

REGISTERED APPRENTICES IN TRAINING, NEW REGISTRATIONS, COMPLETIONS, AND CANCELLATIONS
1941-1959[a]

Year	In Training on January 1	New Registrations[b]	Completions[c]	Cancellations[c]	In training on December 31
1941	18,300	14,177	1,289	5,051	26,137
1942	26,137	20,701	2,011	4,683	40,144
1943	40,144	11,661	1,715	6,975	43,115
1944	43,115	7,775	2,122	8,197	40,571
1945	40,571	23,040	1,568	5,078	56,965
1946	56,965	84,730	2,042	8,436	131,217
1947	131,217	94,238	7,311	25,190	192,954
1948	192,954	85,918	13,375	35,117	230,380
1949	230,380	66,745	25,045	41,257	230,823
1950	230,823	60,186	38,533	49,747	202,729
1951	202,729	63,881	38,754	56,845	171,011
1952	171,011	63,055	32,752	42,782	158,532
1953	158,532	73,198	28,378	43,094	160,258
1954	160,258	58,970	27,176	33,377	158,675
1955	158,675	66,747	24,445	26,845	174,132
1956	174,132	74,860	28,986	33,360	186,646
1957	186,646	64,600	31,748	33,090	186,408
1958	186,408	49,492	29,842	28,364	177,694
1959	169,987[d]	59,772	29,783	33,710	166,266
1960	166,266				

[a]U. S. Department of Labor, Bureau of Apprenticeship and Training.

[b]Includes Reinstatements.

[c]Includes Suspensions.

[d]Represents drop of 7,700 from December 31, 1958 due to new inventory levels reported by 26 states under new reporting procedure.

Oklahoma's position in relation to national statistics is apparent in Table II on page 38.

General Apprenticeship Selection Policies

Good apprenticeship selection practices are primarily built around two major premises: (1) with benefit to the selected individuals well-being and, (2) as a sound and beneficial investment for the trade. With these two basic criteria in mind the Joint-Apprenticeship-Committees try to determine if their trades are compatible with the ability, interest, and aptitudes of each applicant. Experience has proven to many Joint-Apprenticeship-Committees that an occupation which is conducive to these factors is important in creating a satisfied and well-adjusted worker. These committees are also equally aware of the fact that apprentice drop-outs are expensive, time consuming, and disruptive to their scheduling process.

> Apprenticeship and training committees consider the selection of applicants for apprenticeship a most important factor in assuring the success of a program. In selecting apprentices they consider the applicant's school and work record, hobbies, physical condition, personal traits, acquired skills, aptitudes, educational background, and interests. Research studies have shown that it reduces turnover of apprentices, thus cutting down the costs to the employer and saving valuable time of the committee members. Of particular importance is the time it saves the applicants. If an applicant is not qualified, it is in his own best interest to be guided to a more suitable trade or an entirely different occupation.[41]

The choosing of a vocation is serious business. Therefore, most occupational guidance literature lists the obtaining of adequate occupational information as an essential factor.

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[41] U. S. Department of Labor, Bureau of Apprenticeship and Training, Joint-Apprenticeship and Training Handbook, (Washington, D. C.: U. S. Government Printing Office, 1962), p. 3.

TABLE II

REGISTERED APPRENTICES PER 1,000 CRAFTSMEN
IN THE UNITED STATES, JANUARY, 1956[a]

State	Number of Registered Apprentices	Registered Apprentices per 1,000 Craftsmen[b]	State	Number of Registered Apprentices	Registered Apprentices per 1,000 Craftsmen[b]
Alabama	1,670	12	Montana	1,302	42
Arizona	1,534	31	Nebraska	1,060	16
Arkansas	674	10	Nevada	423	28
California	20,964	26	N. Hampshire	297	9
Colorado	1,822	27	New Jersey	3,814	11
Connecticut	5,566	32	New Mexico	816	23
Delaware	267	12	New York	16,049	18
District of Columbia	2,251	62	N. Carolina	4,503	26
Florida	3,736	20	N. Dakota	154	7
Georgia	2,504	16	Ohio	14,203	23
Idaho	461	15	Oklahoma	1,421	12
Illinois	10,530	18	Oregon	1,997	21
Indiana	3,160	12	Pennsylvania	7,573	11
Iowa	2,178	18	Rhode Island	1,080	22
Kansas	1,189	10	S. Carolina	1,065	12
Kentucky	2,258	18	S. Dakota	221	9
Louisiana	2,236	18	Tennessee	3,758	23
Maine	676	14	Texas	6,986	15
Maryland	2,254	13	Utah	1,201	26

(Continued on following page)

TABLE II - Continued

State	Number of Registered Apprentices	Registered Apprentices per 1,000 Craftsmen[b]	State	Number of Registered Apprentices	Registered Apprentices per 1,000 Craftsmen[b]
Massachusetts	5,672	19	Vermont	425	21
Michigan	9,869	20	Virginia	2,846	15
Minnesota	5,385	33	Washington	4,074	25
Mississippi	540	8	W. Virginia	1,025	12
Missouri	4,103	20	Wisconsin	6,477	31
			Wyoming	344	20

[a]U. S. Department of Labor, Bureau of Apprenticeship and Training, Trends in Apprenticeship, Bulletin T-144, April, 1956, Washington 25, D. C., p. 11.

[b]Based on the male skilled labor force reported in the 1950 census of population (see Appendix of Bulletin T-140, The Skilled Labor Force, Bureau of Apprenticeship, U. S. Department of Labor).

> A knowledge of the world of work is essential in choosing the right career. The young person must know the educational requirements, income, training necessary, working conditions, and competition in a wide number of different jobs before he can choose wisely.[42]

It further stresses that a young person must know more about himself. Special abilities, interests, and aptitudes should provide the basic guidelines in making an occupational choice. Rosengarten supports this point of view as follows:

> In choosing a career there are two primal requisites... every young man should know his own natural aptitudes, interests, ambitions, abilities, resources, and limitations: and he must know the requirements of an occupation.[43]

The myriad of difficulties encountered in attempts to provide occupational guidance information to young people is well known to educators. The skilled trades and industry are now recognizing the vast complexities encountered in providing sound occupational information and are accepting some of the responsibility. An article in the American Machinist states:

> ...knowledge of a trade is an investment in the future of any man, but getting the point home is one of the toughest problems industry is up against today.[44]

In the interviewing of labor leaders and apprenticeship selection personnel, it was found that more emphasis is being placed on good selection practices. This was in accord with the Barres findings:

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[42]Anthony J. Humphreys, Helping Youth Choose Careers (Chicago: Science Research Associates, 1950), p.7.

[43]William Rosengarten, Choosing Your Life Work (New York: McGraw-Hill Book Company, 1924), p. 2.

[44]"Apprentice Training," American Machinist, Vol. LXXXVII (November 9, 1953), p. 130.

> It is important to note that in all the studies and interviews that were conducted, the subject that received the most stress was that of proper selection.[45]

N. H. Deunk's statement in his doctoral dissertation provides a good summary of reasons for good selection:

> The study of occupational selection is important to the country and to society because the productivity and skill of the workers are essential to the prosperity of the nation. It is important that an individual be placed in an occupation which challenges his abilities and aptitudes.[46]

Character of Literature on Apprenticeship Selection Procedures

Literature regarding apprentice selection practices was reviewed to ascertain available information of value in meeting the objectives of this study. A great deal of information is available but is replete with generalities. The lack of specifics handicap the usefulness of this information. Most of the building and construction trade unions have expended considerable effort, time, and money in the development of apprenticeship selection procedures. It is unfortunate that this information is not satisfactorily reflected in available occupational literature. If occupation guidance and counseling is done by information designed to serve as a basic model for the entire United States, this would be as erroneous as that of using Harvard University entrance requirements for all educational counseling. Reasons for concern on the dearth of specific information

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[45] S. J. Barres, "Training the Electrician Apprentice for the Age of Automation" (unpublished Ph.D. dissertation, Purdue University, January, 1958), p. 41.

[46] N. H. Deunk, "An Evaluation of Selected Factors Influencing Occupational Choices," (unpublished Ph.D. dissertation, The Ohio State University, Dissertation Abstracts, March, 1958), p. 1119.

regarding state-wide apprenticeship selection practices should become obvious with the basic recognition of its importance. At the present time, approximately all the information available to young people, parents, occupational guidance personnel, school guidance counselors, educators, and curriculum planners is information which is given in generalities or on a broad national scale.

The following quotation from Kursh in his book, Apprenticeships In America, listed the following as minimum requirements of most applicants for apprenticeship training: " ...good moral character, good physical condition, age between 16 and 24, high school education, and ability to pass aptitude test."[47] Statements such as these, although unquestionably true, are practically worthless to the vitally interested group previously mentioned.

Current Legislation

In 1963 the Title 29 - Labor Bill was passed. This bill deals in detail with nondiscrimination in apprenticeship and training. It sets forth policies and procedures to promote equality of opportunity in apprenticeship and training programs registered with the Bureau of Apprenticeship and Training. These policies apply to the selection of apprentices, to waiting lists, to employment during apprenticeship, and the procedures established provide for review of apprenticeship programs, for processing complaints, for deregistering noncomplying programs and for registering new programs. Provisions are also made for cooperative relationships with

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[47]Harry Kursh, Apprenticeships in America (New York: W. W. Norton and Company, Inc., 1958), p. 64.

appropriate State agencies. The purpose of the Bill is to promote equality of opportunity and to prevent discrimination based on race, creed, color or national origin in all phases of apprenticeship (Appendix F).

Summary

This chapter has presented a resume of (1) the chronological development of the apprenticeship system, along with its ramifications of growth, (2) the thinking expressed by many authoritative writers concerning the importance of apprenticeship in the United States, (3) legislation that has played a part in apprenticeship development, (4) the need for apprenticeship training, (5) general apprenticeship selection policies, (6) the type of general information currently used in occupational counseling, and (7) current legislation that will have an impact on future apprenticeship selection and training procedures.

Information on all of the above was deemed necessary in order to make recommendations in Chapter IV. Its inclusion was believed to be conducive to the obtaining of a proper perspective on the importance of apprenticeship selection and training.

Those who have written on apprenticeship as a system of education agree that it is still the best and most efficient means of providing the broadly-trained craftsmen. Interviews with management and labor personnel officials decidedly point out the importance of apprenticeship training. Most do not feel that a good apprenticeship program can be properly handled by trade schools. The skilled trades are fully aware of the benefits provided by good apprenticeship selection practices. In return, more and more attention is being devoted to this aspect of trade programs, at the National, State and local levels. Each of the skilled trades affiliated

with the building and construction unions have a National apprenticeship code which can give guidance to any union local that wishes to upgrade or to formulate an apprenticeship program.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Graphic Compilation by Trade(s) of Factors Considered In Selection and Evaluation of Apprenticeship Applicants

This chapter contains the compiled information of the Building and Construction Trade Unions of Oklahoma in regard to apprenticeship selection practices. The information for each trade was obtained from two sources: (1) either by group action of the entire Joint-Apprenticeship-Committees or through an individual who was qualified to represent this administrative body, and (2) through apprentices now indentured to a formalized training program.

For the benefit of clarity and quick dissemination of factor information the graphic presentation method has been employed for the most part. This method encompasses four major aspects: (1) Personal factors, (2) Educational factors, (3) Importance of tests, (4) Factors observed during probationary period. A pertinent data sheet(s) follows each of the trade(s) graphical presentations outlining basic requirements. Such information found therein will pertain to: (1) minimum and maximum age limits, (2) standardized test(s) used and any special tests that may be required, (3) number of formal applications applied for in 1963, (4) number of apprenticeship applicants accepted in 1963, (5) mean sampling age of apprentices now in training, (6) mean sampling of indenture completed,

(7) and other basic information which may be unique to that specific trade(s) or necessary for acceptance into the training program.

The trade(s) are listed alphabetically when possible; whenever trades have been grouped the first trade in the alphabetical sequence has been used. Grouping has been done when one Joint-Apprenticeship-Committee either selects applicants for more than one established trade or has a basic training specification. A statewide composite will be found in the chapter summary.

The first part of the two data-gathering instruments (Appendix B) and (Appendix C) were designed to obtain information concerning the importance attached to various personal characteristics or attributes possessed by the applicants. These factors were listed on the form to be evaluated on a four-point rating scale. The respondents were asked to check the column which best described the importance assigned to each factor according to the Joint-Apprenticeship-Committee policy. Results tabulated by trade(s) and region are expressed in percentages showing the degree of importance attached to each factor by the respondents for each of the three building and construction trades councils regional area in the state.

The means of the tabulations were computed and graphically illustrated. These graphic presentations were designed to illustrate the mean profile importance of each factor for each of the three jurisdictional areas. It was hoped that these would be helpful in determining the degree of similarity or disagreement between the established policies of the three different regions.

Compilations of these means were made as follows: Each response listed under one of the four columns, indicating varying degrees of

consideration, were multiplied by a weighting factor. In these figures, column one with the heading "OF NO IMPORTANCE" was given a weighting of one. The next column with the heading "OF LITTLE IMPORTANCE" was weighted with a value of two. The third column headed "OF IMPORTANCE" was given a weight of three, and the column headed "OF GREAT IMPORTANCE" was given a weight of four. The formulas used were:

$$\text{Mean} = \frac{\text{Weighting X N Joint-Apprenticeship-Committees}}{\Sigma \text{ N response}}$$

and:

$$\text{Mean} = \frac{\text{Weighting X N Apprentices}}{\Sigma \text{ N responses}}$$

With these formulas, four would be the highest and most important, whereas one would be the lowest possible score and of no importance.

Considerations of Educational Qualifications

The second part of the data-gathering instruments (Appendices B&C) were designed to obtain information concerning consideration given for educational achievement, test results, and the importance attached to various typical high school subjects. To prevent any misunderstanding by the respondents, descriptions of high school courses were included where general content may not be entirely clearly from the title. Procedures for recording were identical with those followed in reporting the importance attached to the different personal factors.

Probationary Period of Employment

Since the probationary period was used by all trades throughout the state as an integral phase in the selection process, it seemed necessary to determine the relative importance of selected factors during this period. Obviously, this can be an important aspect of selection, since

the apprentice's abilities, attitudes, interests, and potential can be observed and evaluated during this trial period. An evaluation of various probationary factors considered made up the third part of the data-gathering instrument. Each Joint-Apprenticeship-Committee was asked to rank in order of importance six selected factors considered during the probationary period.

Mean Rank Importance of Factors Observed During Probationary Period

It is important to note that the respondents were asked to rank these factors in ascending order of importance, i.e. one, most important; two, next in importance; six, least important. Therefore, on the data gathering instrument the lower the rank the greater the importance attached to this factor. In graphically presenting these findings the order was reversed to have it keeping with the sequential graphing. Thus, the longer the bar, the more important the factor.

Additional Information

Factors, other than those specifically listed on the data-gathering instrument, added by the respondents have been written up on the pertinent information section. Several trades included a copy of the selection procedure with their responses. Some procedures were more complete than others, and one of these was selected to serve as an example (Appendix I). It was selected primarily because the writer considered it most appropriate for this study and because it appeared to be one best suited for an illustration. These data can be useful to the trades, educators, employment personnel, and even management personnel. The cooperation and interest displayed by the above mentioned would indicate that

they share this belief. The trades may profit from the experiences of others in the development or improvement of their selection practices. Employment personnel will be better informed in making job referral decisions. Educational systems may find these data of value for occupational counseling and guidance in answering questions asked by students aspiring to these occupations. Curricular offerings in the school could be evaluated to determine if they provide the educational background necessary for those individuals desiring to enter this aspect of the world of work. Management could use these data to see if there is a significant difference between so-called job specialists and tradesmen.

Response Received From Population

Sixty-nine Joint-Apprenticeship-Committees representing twenty-one trades were in the population. Of these, seven had to be eliminated due to their not having a formalized training program as defined in the criteria of this study. Those eliminated were two Asbestos Workers Unions, two Elevator Constructors Unions, one Operating Engineers Union, one Teamsters Union, and one Sign Painters Union. Due to the necessity of eliminating the above they will not be represented in this study, for they comprise the entire population of their respective trade. The writer does not believe their loss will in any way invalidate the study, for they are small separate entities which will not be taken into consideration. (See Figure 2, Page 50).

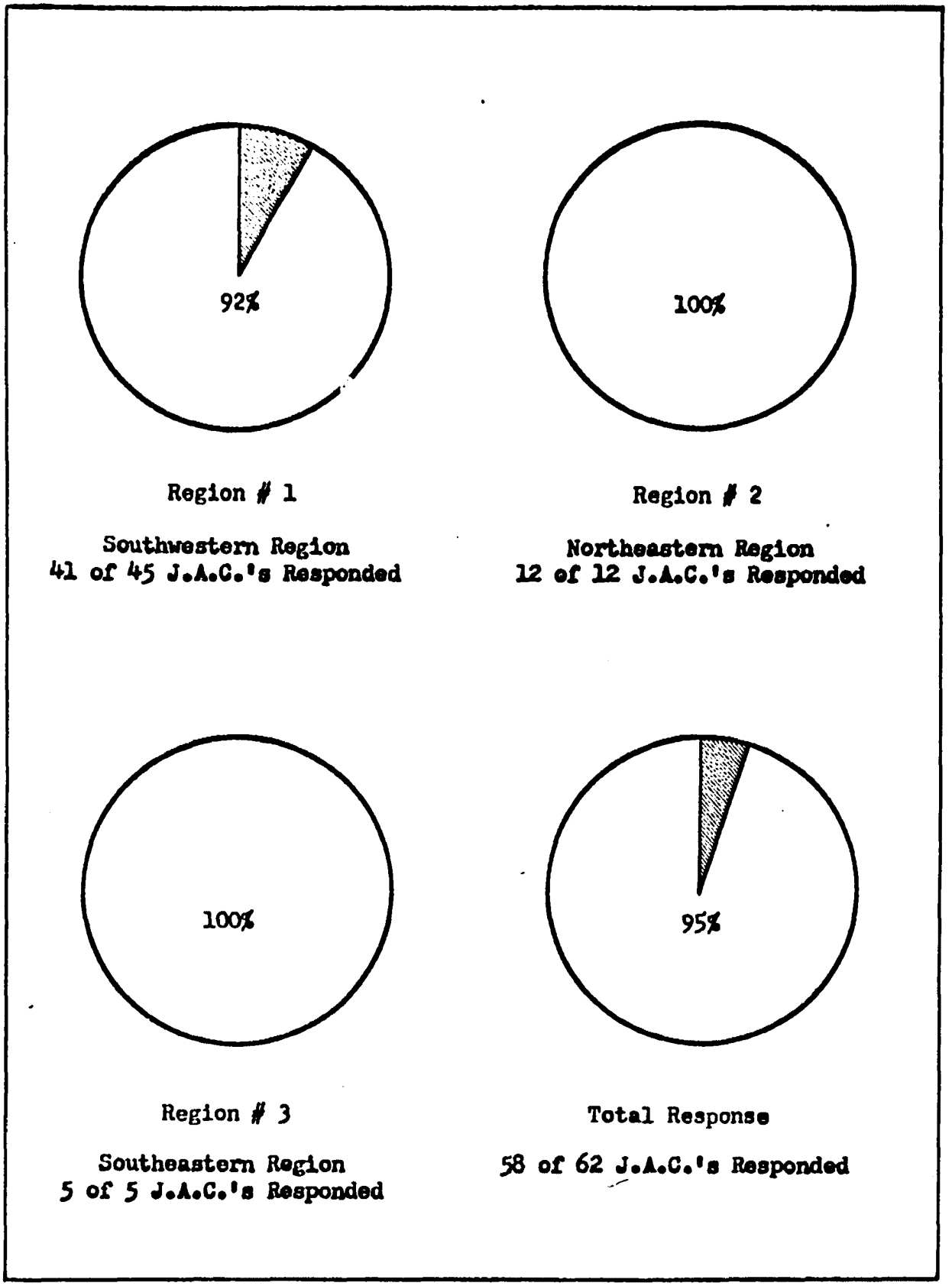


Fig. 2 - Per cent of Response from Each Region and Total Response.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

BOILERMAKER

PLUMBER

STEAMFITTER

REFRIGERATION

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I			2.25	
	II			2.0	
	III			2.0	
Apprentices opinion	A				3.33
Hobbies which indicate interest and aptitude in mechanical things.	I				2.50
	II			2.25	
	III			2.0	
Apprentices opinions	A				2.85
Member of applicant's family employed in the craft.	I		1.75		
	II				2.50
	III			2.0	
Apprentices opinion	A			2.10	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 3 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Personal recommendation(s) from the last school attended	I			2.50	
	II			2.50	
	III			2.0	
Apprentices opinions	A			2.71	
Previous employer(s) recommendation(s)	I			2.25	
	II		1.75		
	III			2.0	
Apprentices opinions	A			2.60	
Recommendations from friends or acquaintances of the applicant	I				3.0
	II			2.0	
	III				3.0
Apprentices opinions	A			2.27	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 4 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				
	II				
	III				
Apprentices opinions	A				
Transcript of High School grades	I				3.0
	II				
	III				3.0
Apprentices opinions	A				3.27
Test Results	I				2.75
	II				3.0
	III				2.50
Apprentices opinions	A				3.56

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 5 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I				3.0
	II				
	III				3.0
Apprentices opinions	A				3.05
Geometry	I				3.0
	II				
	III				
Apprentices opinions	A				2.90
Shop Mathematics	I				3.0
	II				
	III				
Apprentices opinions	A				3.38

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 6 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I			2.25	
	II				3.0
	III				3.0
Apprentices opinions	A				3.05
Vocational-Industrial Education (Specialized shop courses)	I			2.75	
	II			2.50	
	III			2.0	
Apprentices opinions	A				3.0
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I				3.25
	II				3.0
	III			2.0	
Apprentices opinions	A				3.0

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 7 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I			2.25	
	II			2.50	
	III				3.0
Apprentices opinions	A			2.11	
School Behavior	I			2.0	
	II			2.50	
	III			2.0	
Apprentices opinions	A				2.94
School attendance	I			2.25	
	II			2.50	
	III			2.0	
Apprentices opinions	A				3.01

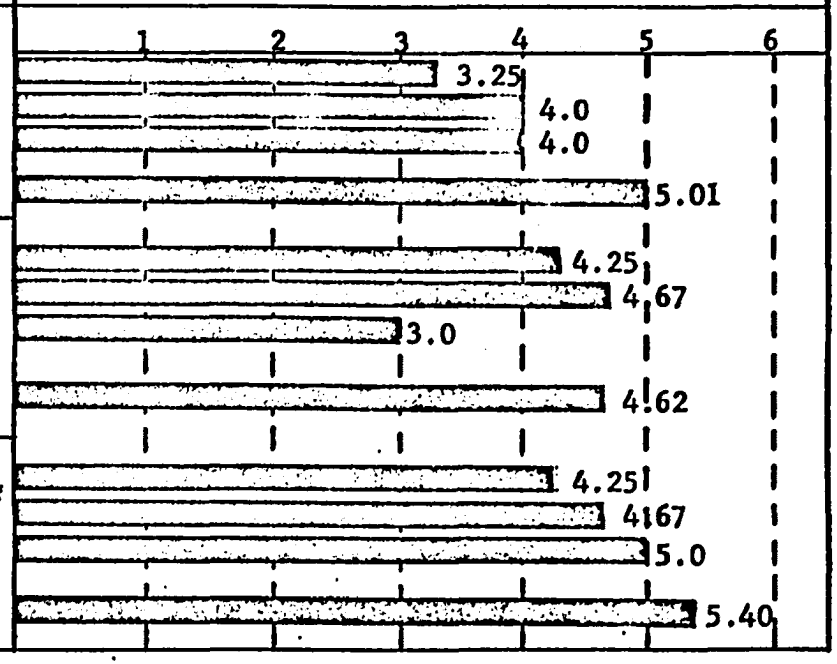
[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 8 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	3.25
	II	4.0
	III	4.0
	A	5.01
A good attitude	I	4.25
	II	4.67
	III	3.0
	A	4.62
Interest in the trade	I	4.25
	II	4.67
	III	5.0
	A	5.40

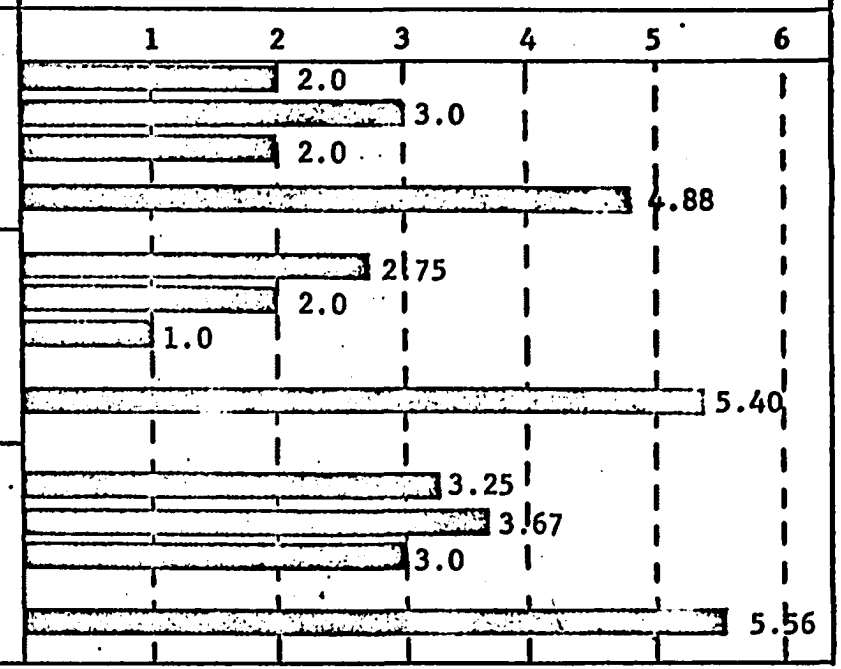


[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 9 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Boilermaker - Pipefitter - Plumber - Refrigeration - Steamfitter

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	2.0
	II	3.0
	III	2.0
	A	4.88
Ability to adapt to Union policy	I	2.75
	II	2.0
	III	1.0
	A	5.40
Ability to get along with fellow workers	I	3.25
	II	3.67
	III	3.0
	A	5.56



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 10 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into the apprenticeship program: 16 years of age.

Maximum age for acceptance into the apprenticeship program: 25 years of age.

Length of apprenticeship: 5 calender years (9500 hours is the minimum requirement and 720 hours of formalized classroom training is also the minimum).

Probationary Period: 6 months.

Mean sampling age of apprentices now under indenture: 23 years(s) 6 month(s).

Mean sampling of indenture completed: 2 year(s) 5 month(s).

Number of applicants making formal application in 1963: 81.

Number of applicants accepted in 1963: 46.

Test(s) used: General Aptitude Test Battery.

Test administered by: Oklahoma Employment Security Commission.

Special tests or specialized projects: None.

Regional breakdown on these trades in the State of Oklahoma:

Region I	Region II	Region III
5	3	1

Comments:

These trades have one of the most elaborate apprenticeship training programs in Oklahoma. It is financed by the unions and employers, they report that this is the most feasible method for training apprentices. All respondents pointed out that their apprenticeship needs would increase in the future. The need for more diversified and intensive training is becoming apparent, which in turn will call for competent apprenticeship candidates.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

BRICKLAYER

Skilled Trade(s) Bricklayer - Marble - Tile - Terrazo Worker

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I				2.75
	II				
	III				3.0
Apprentices opinion	A				3.22
Hobbies which indicate interest and aptitude in mechanical things.	I				2.25
	II				3.0
	III			2.0	
Apprentices opinions	A				2.72
Member of applicant's family employed in the craft.	I				2.25
	II				
	III				3.0
Apprentices opinion	A				2.96

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 11 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Bricklayer - Marble - Tile - Terrazo Worker

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
Personal recommendation(s) from the last school attended	I			2.50	
	II				3.0
	III			2.0	
Apprentices opinions	A			2.05	
Previous employer(s) recommendation(s)	I			2.75	
	II				3.0
	III				3.0
Apprentices opinions	A				2.85
Recommendations from friends or acquaintances of the applicant	I			2.50	
	II			2.0	
	III				3.0
Apprentices opinions	A				3.10

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 12 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Bricklayer - Marble - Tile - Terrazo Worker

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				3.25
	II				
	III				3.0
Apprentices opinions	A				3.75
Transcript of High School grades	I			2.75	
	II				3.0
	III			2.0	
Apprentices opinions	A				3.10
Test Results	I		1.25		
	II				3.0
	III		1.0		
Apprentices opinions	A				2.90

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 13 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Bricklayer - Marble - Tile - Terrazo Worker

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I			2.25	
	II				3.0
	III			2.0	
Apprentices opinions	A				3.55
Geometry	I			2.25	
	II				3.0
	III			2.0	
Apprentices opinions	A				3.40
Shop Mathematics	I			2.50	
	II				3.0
	III			2.0	
Apprentices opinions	A				3.30

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 14 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Bricklayer - Marble - Tile - Terrazo Worker

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I	1.75			
	II				3.0
	III		2.0		
Apprentices opinions	A				3.05
Vocational-Industrial Education (Specialized shop courses)	I			2.75	
	II				
	III				3.0
Apprentices opinions	A				3.25
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I		2.50		
	II				
	III				3.0
Apprentices opinions	A				3.20

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 15 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Bricklayer - Marble - Tile - Terrazo Worker

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I		1.50		
	II			2.0	
	III			2.0	
Apprentices opinions	A			2.40	
School Behavior	I			2.0	
	II				3.0
	III				3.0
Apprentices opinions	A				3.05
School attendance	I			2.0	
	II				3.0
	III				3.0
Apprentices opinions	A				3.25

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 16 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Bricklayer - Marble - Tile - Terrazo Worker

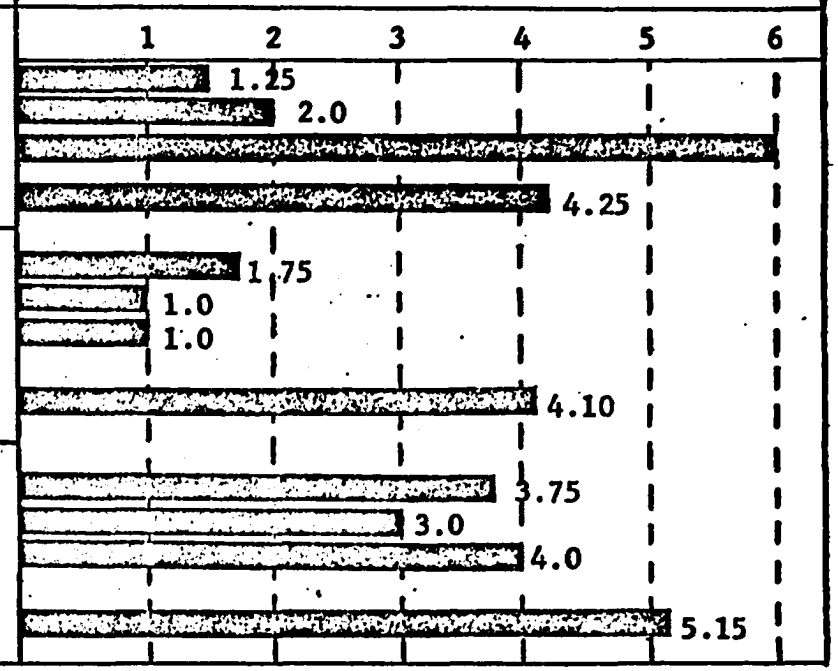
Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	3.0
	II	4.0
	III	
	A	4.75
A good attitude	I	4.50
	II	3.0
	III	3.0
	A	5.0
Interest in the trade	I	4.50
	II	
	III	5.0
	A	5.25

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 17 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Bricklayer - Tile - Marble - Terrazo Worker

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	1.25
	II	2.0
	III	
	A	4.25
Ability to adapt to Union policy	I	1.75
	II	1.0
	III	1.0
	A	4.10
Ability to get along with fellow workers	I	3.75
	II	3.0
	III	4.0
	A	5.15



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 18 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 16 years of age.

Maximum age for acceptance into apprenticeship program: 25 years of age.

Length of apprenticeship: 3 years.

Probationary Period: 3 months.

Mean sampling age of apprentices now under indentures in Oklahoma: 22 year(s) 7 month(s).

Mean sampling of indenture completed: 1 year(s) 10 month(s).

Number of applicants making formal application in 1963: 221.

Number of applicants selected in 1963: 56.

Test(s) used: General Aptitude Test Battery.

Test(s) administered by: Oklahoma Employment Security Commission.

Special tests or specialized projects required: None.

Regional breakdown on this trade in the State of Oklahoma:

Region I	Region II	Region III
8	1	1

Comments:

At the present time all classroom work is done by correspondence. Future plans indicate that this will soon change by conducting their own classes. All respondents pointed out that their apprenticeship needs would increase in the future. Also that the present system of training with continual up-grading is the best and most feasible method.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

CARPENTRY

Skilled Trade(s) Carpentry

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I				3.25
	II				3.0
	III			2.0	
Apprentices opinion	A				3.40
Hobbies which indicate interest and aptitude in mechanical things.	I				3.50
	II				3.0
	III				3.0
Apprentices opinions	A				3.25
Member of applicant's family employed in the craft.	I			2.50	
	II				3.0
	III				3.0
Apprentices opinion	A				3.15

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 19 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Carpentry

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
Personal recommendation(s) from the last school attended	I				3.25
	II				3.0
	III				3.0
Apprentices opinions	A				2.95
Previous employer(s) recommendation(s)	I				3.0
	II				
	III				3.0
Apprentices opinions	A				3.20
Recommendations from friends or acquaintances of the applicant	I		1.50		
	II		1.0		
	III		1.0		
Apprentices opinions	A			2.35	

[a] Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b] Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 20 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Carpentry

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				3.25
	II				
	III				
Apprentices opinions	A				3.65
Transcript of High School grades	I				2.75
	II				3.0
	III				3.0
Apprentices opinions	A				2.90
Test Results	I				3.25
	II				3.0
	III				3.0
Apprentices opinions	A				3.35

[a] Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b] Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 21 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Carpentry

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I				3.0
	II				
	III				3.0
Apprentices opinions	A				3.15
Geometry	I				3.25
	II				
	III				3.0
Apprentices opinions	A				3.10
Shop Mathematics	I				3.7
	II				
	III				
Apprentices opinions	A				3.70

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 22 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Carpentry

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I	2.25			
	II				3.0
	III			2.0	
Apprentices opinions	A			2.85	
Vocational-Industrial Education (Specialized shop courses)	I				
	II				
	III				
Apprentices opinions	A				
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I				3.50
	II				
	III				
Apprentices opinions	A				

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 23 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Carpentry

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I			2.0	
	II		1.0		
	III		1.0		
Apprentices opinions	A			2.25	
School Behavior	I			2.50	
	II				3.0
	III			2.0	
Apprentices opinions	A				3.20
School attendance	I			2.75	
	II				3.0
	III			2.0	
Apprentices opinions	A				3.25

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 24 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Carpentry

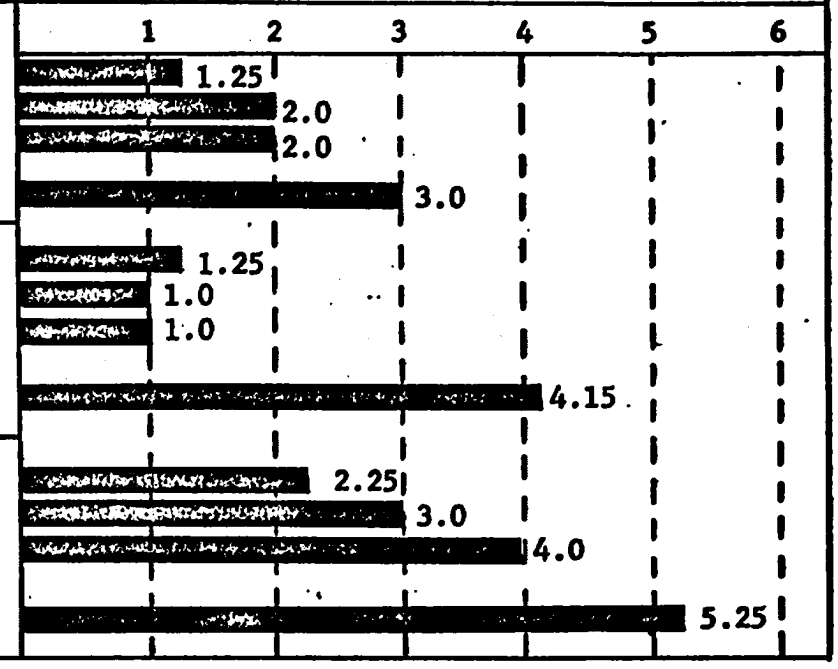
Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	3.0
	II	4.0
	III	3.0
	A	5.0
A good attitude	I	4.0
	II	5.0
	III	
	A	5.75
Interest in the trade	I	4.25
	II	
	III	5.0
	A	5.85

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 25 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Carpentry

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	1.25
	II	2.0
	III	2.0
	A	3.0
Ability to adapt to Union policy	I	1.25
	II	1.0
	III	1.0
	A	4.15
Ability to get along with fellow workers	I	2.25
	II	3.0
	III	4.0
	A	5.25



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 26 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 17 years of age.

Maximum age for acceptance into apprenticeship program: 25 years of age.

Length of apprenticeship: 4 calendar years (8000 hours). Can be extended one year if apprentice cannot command the prevailing journeyman wage at the end of his four years.

Probationary Period: From 3 to 6 months depending upon union local.

Mean sampling age of apprentices now under indenture in Oklahoma: 21 year(s) 1 month(s).

Mean sampling of indenture completed: 1 year(s) 9 month(s).

Number of applicants making formal application in 1963: 139

Number of applicants selected in 1963: 84

Tests used: General Aptitude Test Battery; Oral Examination before J.A.C.

Test administered by: Oklahoma Employment Security Commission.

Special test or specialized projects required: None.

Regional breakdown on this trade in the State of Oklahoma:

Region I	Region II	Region III
6	1	1

Comments:

The respondents all stated that their trade is increasing and that new building technology makes it imperative that they continue to up-grade their craft. Revamping the old apprenticeship methods and qualifications is readily apparent throughout the State.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

CEMENT MASONS

LATHERS

PLASTERS

Skilled Trade(s) Cement Masons - Lathers - Platerers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I	3.25			
	II	3.0			
	III	//////	//////	//////	//////
Apprentices opinion	A	3.40			
Hobbies which indicate interest and aptitude in mechanical things.	I	2.25			
	II	3.0			
	III	//////	//////	//////	//////
Apprentices opinions	A	2.90			
Member of applicant's family employed in the craft.	I	2.50			
	II	1.0			
	III	//////	//////	//////	//////
Apprentices opinion	A	3.0			

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 27 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
Personal recommendation(s) from the last school attended	I			2.50	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			2.50	
Previous employer(s) recommendation(s)	I				3.0
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				3.15
Recommendations from friends or acquaintances of the applicant	I			2.50	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				3.05

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 28 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I	2.50			
	II	3.0			
	III	//////	//////	//////	//////
Apprentices opinions	A	3.25			
Transcript of High School grades	I	1.75			
	II	2.0			
	III	//////	//////	//////	//////
Apprentices opinions	A	2.50			
Test Results	I	1.50			
	II	1.0			
	III	//////	//////	//////	//////
Apprentices opinions	A	2.25			

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 29 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I	1.75			
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A			2.50	
Geometry	I		2.0		
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A			2.25	
Shop Mathematics	I			2.50	
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.25

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 30 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I			1.75	
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A			2.50	
Geometry	I			2.0	
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A			2.25	
Shop Mathematics	I			2.50	
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.25

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 30 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				3.0
Vocational-Industrial Education (Specialized shop courses)	I				3.0
	II				
	III	//////	//////	//////	//////
Apprentices opinions	A			2.25	
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I			2.75	
	II				
	III	//////	//////	//////	//////
Apprentices opinions	A				3.50

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.31 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I	1.50			
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A			2.50	
School Behavior	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				2.75
School attendance	I				2.75
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				3.0

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 32 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

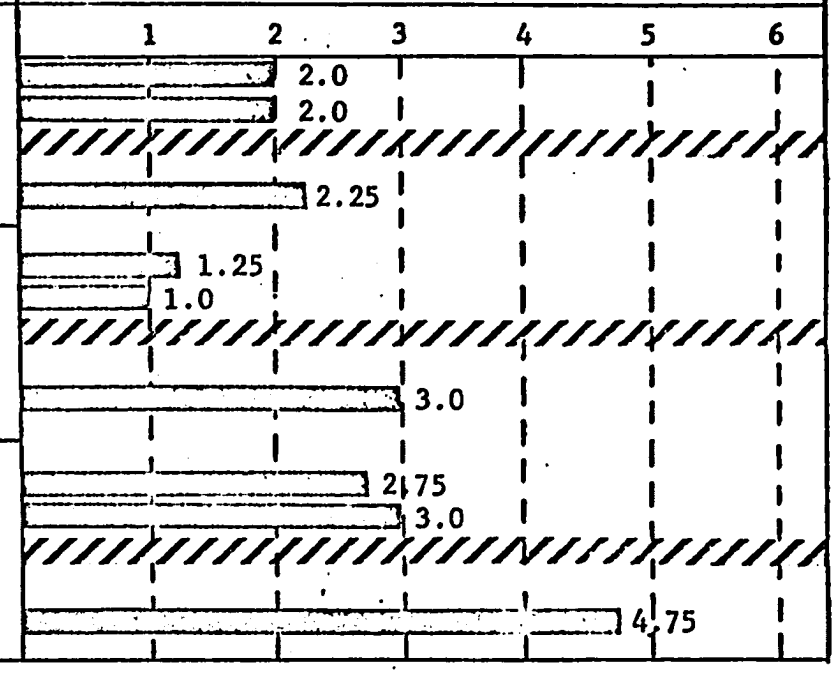
Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	4.25
	II	
	III	
	A	4.75
A good attitude	I	3.75
	II	5.0
	III	
	A	5.50
Interest in the trade	I	3.75
	II	3.0
	III	
	A	5.75

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 33 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Cement Masons - Lathers - Plasterers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	2.0
	II	2.0
	III	
	A	2.25
Ability to adapt to Union policy	I	1.25
	II	1.0
	III	
	A	3.0
Ability to get along with fellow workers	I	2.75
	II	3.0
	III	
	A	4.75



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 34 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 16 year of age.

Maximum age for acceptance into apprenticeship program: 26 year of age.

Length of apprenticeship: 3 to 4 years.

Probationary Period: 3 to 6 months.

Mean sampling age of apprentices now under indenture in Oklahoma:

20 year(s) 7 month(s).

Mean sampling of indenture completed: 0 year(s) 11 month(s).

Number of applicants making formal application in 1963: 46.

Number of apprentices selected in 1963: 23.

Test(s) used: None.

Special test or specialized projects required: None.

Regional breakdown on these trades in the State of Oklahoma:

Region I	Region II	Region III
6	2	0

Comments:

Modern construction technology increasingly make greater demands upon these trades. One respondent summed up the apprentice needs as follows: We need apprentices not fearful of hard work and versatility, this coupled with ingenuity and desire. Some facets of these trades are in actuality becoming artistical in scope.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

ELECTRICIANS

Skilled Trade(s) Electricians

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I				3.50
	II				
	III				
Apprentices opinion	A				3.60
Hobbies which indicate interest and aptitude in mechanical things.	I			2.50	
	II				3.0
	III			2.0	
Apprentices opinions	A				2.85
Member of applicant's family employed in the craft.	I		1.50		
	II			2.0	
	III		1.0		
Apprentices opinion	A		1.44		

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 35 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Electricians

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
Personal recommendation(s) from the last school attended	I	2.25			
	II	2.0			
	III				3.0
Apprentices opinions	A			2.73	
Previous employer(s) recommendation(s)	I			2.75	
	II				3.0
	III				3.0
Apprentices opinions	A			2.71	
Recommendations from friends or acquaintances of the applicant	I			2.25	
	II	1.0			
	III	1.0			
Apprentices opinions	A			2.24	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 36 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Electricians

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				
	II				
	III				
Apprentices opinions	A				
Transcript of High School grades	I				3.7
	II				
	III				
Apprentices opinions	A				3.76
Test Results	I				3.5
	II				
	III				3.00
Apprentices opinions	A				3.71

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 37 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Electricians

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I				
	II				
	III				
Apprentices opinions	A				3.83
Geometry	I				3.75
	II				
	III				
Apprentices opinions	A				3.46
Shop Mathematics	I				3.75
	II				3.0
	III				
Apprentices opinions	A			2.93	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 38 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Electricians

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I			2.75	
	II			2.0	
	III				3.0
Apprentices opinions	A			2.59	
Vocational-Industrial Education (Specialized shop courses)	I			2.25	
	II			2.0	
	III			2.0	
Apprentices opinions	A			2.41	
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I			2.50	
	II				3.0
	III			2.0	
Apprentices opinions	A			2.46	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.39 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Electricians

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I	2.25			
	II				3.0
	III				3.0
Apprentices opinions	A		1.76		
School Behavior	I			2.75	
	II				3.0
	III				
Apprentices opinions	A				3.15
School attendance	I			2.50	
	II				3.0
	III				
Apprentices opinions	A				3.24

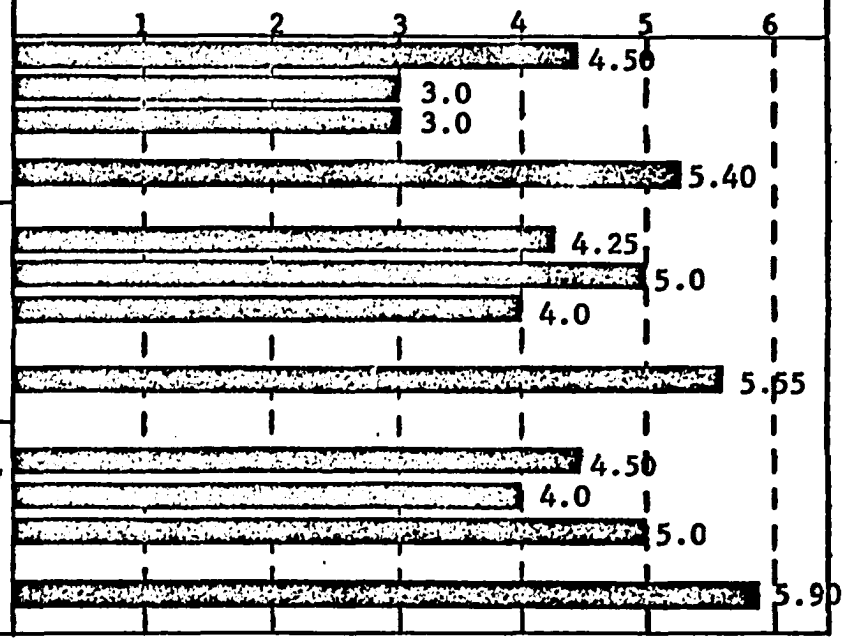
[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 40 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Electricians

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	4.50
	II	3.0
	III	3.0
	A	5.40
A good attitude	I	4.25
	II	5.0
	III	4.0
	A	5.55
Interest in the trade	I	4.50
	II	4.0
	III	5.0
	A	5.90

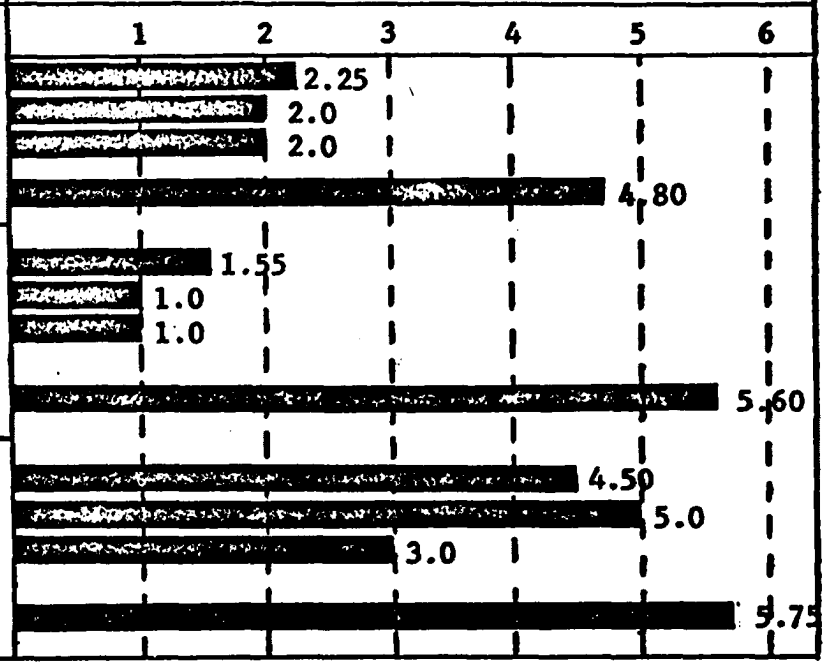


[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 41 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Electricians

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	2.25
	II	2.0
	III	2.0
	A	4.80
Ability to adapt to Union policy	I	1.55
	II	1.0
	III	1.0
	A	5.60
Ability to get along with fellow workers	I	4.50
	II	5.0
	III	3.0
	A	5.75



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 42 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 18 years of age.

Maximum age for acceptance into apprenticeship program: 25 years of age.

Length of apprenticeship: 4 to 5 years (The term of apprentice shall not be less than 8000 hours of actual employment. The term of apprenticeship shall be divided into eight periods of advancement of 1000 hours each).

Probationary Period: 1 year.

Mean sampling age of apprentices now under indenture in Oklahoma: 22 year(s) 5 month(s).

Mean sampling of indenture completed: 1 year(s) 7 month(s).

Number of applicants making formal application in 1963: 113.

Number of apprentices selected in 1963: 59.

Tests used: Oklahoma Employment Security Commission Test B-317.
Revised Minnesota Paper Form Board.
Science Research Associates Mechanical Aptitude.

Tests administered by: Oklahoma Employment Security Commission and classroom instructors.

Special Tests or Specialized projects required: Mathematics and Algebra Test.

Regional breakdown on this trade in the State of Oklahoma:

Region I	Region II	Region III
4	1	1

Comments:

Two of the three regional areas have a full time apprenticeship coordinator. The electrical unions have one of the finest apprenticeship

programs in Oklahoma. Realizing the tremendous needs required of their trade they have taken positive action by selecting only highly competent apprentices. The educational requirements for this trade are the highest of all the trades.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

GLAZIERS

GLASSWORKERS

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I				3.0
	II				
	III				
Apprentices opinion	A				3.25
Hobbies which indicate interest and aptitude in mechanical things.	I				3.0
	II				3.0
	III				
Apprentices opinions	A				2.90
Member of applicant's family employed in the craft.	I		1.0		
	II			2.0	
	III				
Apprentices opinion	A			2.20	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 43 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Personal recommendation(s) from the last school attended	I	1.0			
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A		2.10		
Previous employer(s) recommendation(s)	I		2.0		
	II			3.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			3.05	
Recommendations from friends or acquaintances of the applicant	I	1.0			
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A			2.55	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.44 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				3.0
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A			2.25	
Transcript of High School grades	I				3.0
	II				
	III	//////	//////	//////	//////
Apprentices opinions	A			2.10	
Test Results	I			2.0	
	II		1.0		
	III	//////	//////	//////	//////
Apprentices opinions	A		1.50		

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 45 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I			2.0	
	II				3.0
	III				
Apprentices opinions	A			2.65	
Geometry	I				3.0
	II				3.0
	III				
Apprentices opinions	A				
Shop Mathematics	I				3.0
	II				3.0
	III				
Apprentices opinions	A				3.15

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 46 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I				3.0
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				2.95
Vocational-Industrial Education (Specialized shop courses)	I				3.0
	II				
	III	//////	//////	//////	//////
Apprentices opinions	A				3.10
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I				3.0
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.05

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.47 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I				3.0
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			2.35	
School Behavior	I				3.0
	II		1.0		
	III	//////	//////	//////	//////
Apprentices opinions	A			2.90	
School attendance	I				3.0
	II		1.0		
	III	//////	//////	//////	//////
Apprentices opinions	A				.10

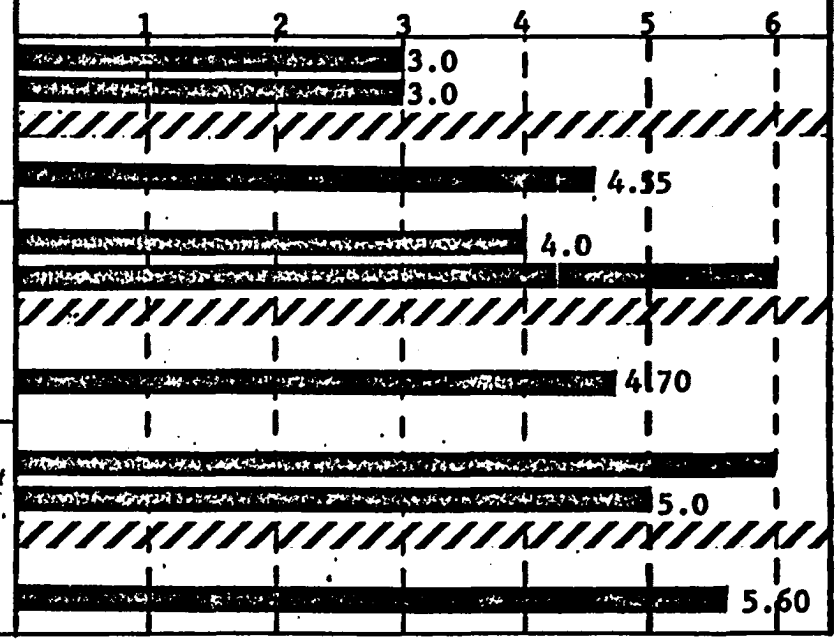
[a]Weighting assigned to columns as follows: Column[1] (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 48 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	3.0
	II	3.0
	III	//////
	A	4.35
A good attitude	I	4.0
	II	
	III	//////
	A	4.70
Interest in the trade	I	
	II	5.0
	III	//////
	A	5.60

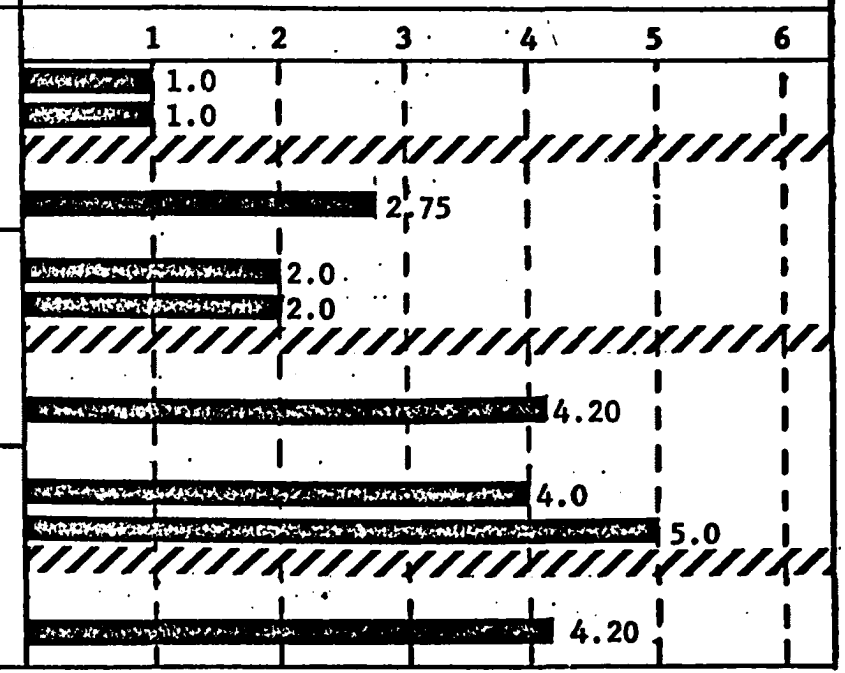


[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.49 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Glaziers and Glassworkers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	1.0
	II	1.0
	III	
	A	2.75
Ability to adapt to Union policy	I	2.0
	II	2.0
	III	
	A	4.20
Ability to get along with fellow workers	I	4.0
	II	5.0
	III	
	A	4.20



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 50 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 17 years of age.

Maximum age for acceptance into apprenticeship program: 26 years of age.

Length of apprenticeship: 2 years outside glass worker.
3 years inside glass worker.

Probationary period: 6 months.

Mean sampling age of apprentices now under indenture in Oklahoma: 22 year(s) 7 month(s).

Mean sampling of indenture completed: 1 year(s) 11 month(s).

Number of applicants making formal application in 1963: 15.

Number of applicants selected in 1963: 9.

Test(s) used: None.

Special test(s) or specialized projects: None.

Regional breakdown on these trades in the State of Oklahoma:

Region I	Region II	Region III
1	1	0

Comments:

The respondents stated emphatically that their trades will continue to grow in the future. They also stated that they were not satisfied with their present apprenticeship training program.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

IRONWORKERS

Skilled Trade(s) Ironworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I II III				3.25
Apprentices opinion	A				3.12
Hobbies which indicate interest and aptitude in mechanical things.	I II III				2.75
Apprentices opinions	A				2.36
Member of applicant's family employed in the craft.	I II III		1.50		
Apprentices opinion	A				2.50

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 51 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Ironworkers

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
Personal recommendation(s) from the last school attended	I				2.75
	II	//////	//////	//////	//////
	III	//////	//////	//////	//////
Apprentices opinions	A				3.08
Previous employer(s) recommendation(s)	I				3.0
	II	//////	//////	//////	//////
	III	//////	//////	//////	//////
Apprentices opinions	A				3.05
Recommendations from friends or acquaintances of the applicant	I				2.75
	II	//////	//////	//////	//////
	III	//////	//////	//////	//////
Apprentices opinions	A				2.89

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 52 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Ironworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				3.50
	II				
	III				
Apprentices opinions	A				3.66
Transcript of High School grades	I				3.50
	II				
	III				
Apprentices opinions	A				3.15
Test Results	I				3.25
	II				
	III				
Apprentices opinions	A				3.37

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 53 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Ironworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I				3.0
	II				
	III				
Apprentices opinions	A		1.10		
Geometry	I				3.25
	II				
	III				
Apprentices opinions	A				2.96
Shop Mathematics	I				3.75
	II				
	III				
Apprentices opinions	A				

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 54 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Ironworkers

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
English	I			2.25	
	II	//////	//////	//////	//////
	III	//////	//////	//////	//////
Apprentices opinions	A			2.55	
Vocational-Industrial Education (Specialized shop courses)	I				3.25
	II	//////	//////	//////	//////
	III	//////	//////	//////	//////
Apprentices opinions	A				3.41
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I			2.75	
	II	//////	//////	//////	//////
	III	//////	//////	//////	//////
Apprentices opinions	A				3.24

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 56Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Ironworkers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I II III	2.50			
Apprentices opinions	A		2.65		
School Behavior	I II III			3.0	
Apprentices opinions	A				
School attendance	I II III			3.0	
Apprentices opinions	A			3.10	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 55 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Ironworkers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	2.0
	II	
	III	
	A	4.26
A good attitude	I	3.0
	II	
	III	
	A	5.20
Interest in the trade	I	4.75
	II	
	III	
	A	5.72

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 57 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Ironworkers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	1.50
	II	
	III	
	A	2.90
Ability to adapt to Union policy	I	3.71
	II	
	III	
	A	4.68
Ability to get along with fellow workers	I	4.0
	II	
	III	
	A	5.43

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 58 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 18 years of age.

Maximum age for acceptance into apprenticeship program: 30 years of age.

Length of apprenticeship: 2 years(Structural metals 4 years).

Probationary period: 6 months.

Mean sampling age of apprentices now under indenture in Oklahoma:

21 year(s) 5 month(s).

Mean sampling of incenture completed: 1 year(s) 10 month(s).

Number of applicants making formal application in 1963: 20.

Number of apprentices selected in 1963: 9.

Tests used: None.

Special test or specialized projects: None.

Regional breakdown on this trade in the State of Oklahoma:

Region I	Region II	Region III
4	0	0

Comments:

The concensus of opinion is that this trade will continue to grow but that new materials and more prefabrication will not call for a large increase in journeymen.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

PAINTERS

DECORATORS

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I				3.60
	II				3.0
	III				
Apprentices opinion	A				3.35
Hobbies which indicate interest and aptitude in mechanical things.	I			2.0	
	II		1.0		
	III			2.0	
Apprentices opinions	A		1.55		
Member of applicant's family employed in the craft.	I			2.0	
	II		1.0		
	III			2.0	
Apprentices opinion	A				2.95

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 59 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
Personal recommendation(s) from the last school attended	I			2.60	
	II				3.0
	III			2.0	
Apprentices opinions	A				3.0
Previous employer(s) recommendation(s)	I				3.50
	II				
	III				3.0
Apprentices opinions	A				3.10
Recommendations from friends or acquaintances of the applicant	I			2.30	
	II			2.0	
	III			2.0	
Apprentices opinions	A				3.05

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.60 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				3.35
	II				3.0
	III				3.0
Apprentices opinions	A				3.24
Transcript of High School grades	I		1.25		
	II			2.0	
	III		1.0		
Apprentices opinions	A			2.48	
Test Results	I		1.40		
	II		1.0		
	III		1.0		
Apprentices opinions	A			1.55	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 61 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I	1.35			
	II		2.0		
	III	1.0			
Apprentices opinions	A				2.96
Geometry	I			2.25	
	II		2.0		
	III		2.0		
Apprentices opinions	A				2.78
Shop Mathematics	I				2.70
	II			3.0	
	III			3.0	
Apprentices opinions	A				3.38

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 62 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I				2.70
	II			2.0	
	III				3.0
Apprentices opinions	A				2.76
Vocational-Industrial Education (Specialized shop courses)	I				3.20
	II				
	III				3.0
Apprentices opinions	A				3.48
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I				3.30
	II				3.0
	III				3.0
Apprentices opinions	A				3.36

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.63 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I	1.20			
	II	1.0			
	III	1.0			
Apprentices opinions	A	1.44			
School Behavior	I	1.70			
	II	2.0			
	III	1.0			
Apprentices opinions	A	2.26			
School attendance	I	2.10			
	II	2.0			
	III	2.0			
Apprentices opinions	A	2.30			

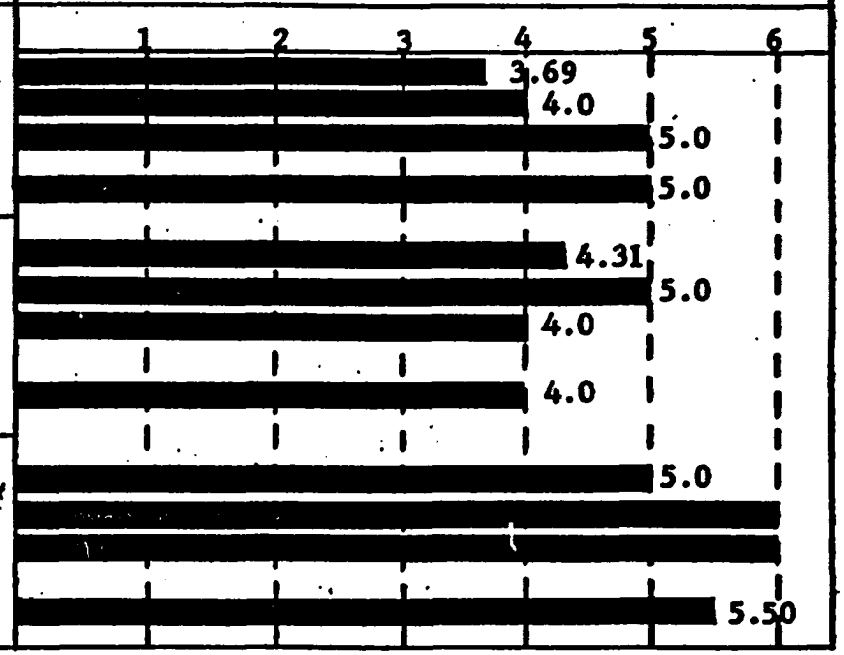
[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 64 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	3.69
	II	4.0
	III	5.0
	A	5.0
A good attitude	I	4.31
	II	5.0
	III	4.0
	A	4.0
Interest in the trade	I	5.0
	II	
	III	
	A	5.50

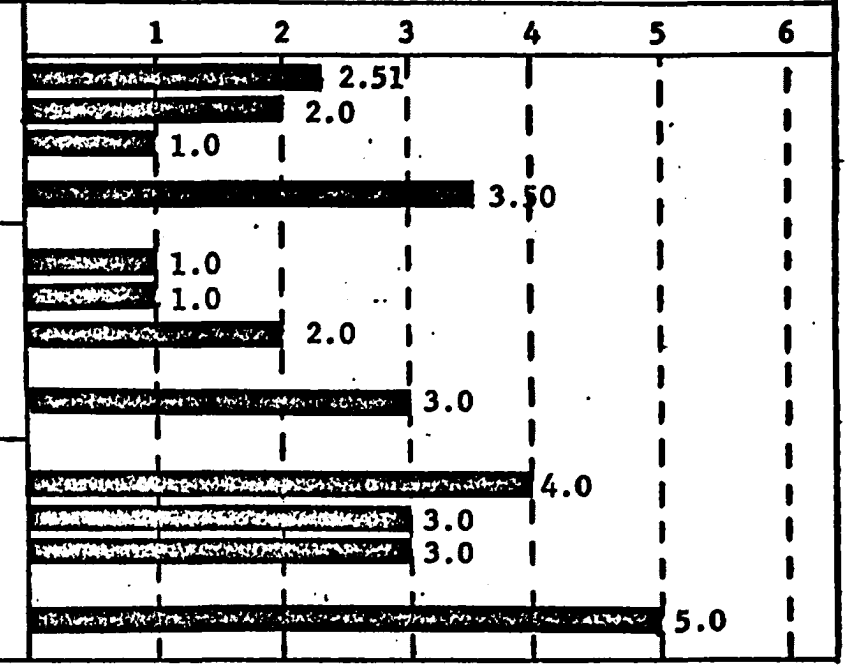


[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 65 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Painters - Decorators - Paperhangers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	2.51
	II	2.0
	III	1.0
	A	3.50
Ability to adapt to Union policy	I	1.0
	II	1.0
	III	2.0
	A	3.0
Ability to get along with fellow workers	I	4.0
	II	3.0
	III	3.0
	A	5.0



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 66 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 16 years of age.

Maximum age for acceptance into apprenticeship program: 26 years of age.

Length of apprenticeship: 3 years.

Probationary period: 3 months:

Mean sampling age of apprentices now under indenture in Oklahoma:

20 year(s) 7 month(s).

Mean sampling of indenture completed: 0 year(s) 11 month(s).

Number of applicants making formal application in 1963: 81.

Number of apprentices selected in 1963: 64.

Test(s) used: None.

Special test or specialized projects required: None.

Regional breakdown on these trades in the State of Oklahoma:

Region I	Region II	Region III
7	1	1

Comments:

The Joint-Apprenticeship-Committe's consensus of opinion indicates these trades will increase. Also, the need for a better apprenticeship training program designed to better meet technological advancement.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

ROOFERS

WATERPROOFERS

Skilled Trade(s) Roofers and Waterproofers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I				3.0
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinion	A				3.35
Hobbies which indicate interest and aptitude in mechanical things.	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				2.87
Member of applicant's family employed in the craft.	I		1.0		
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinion	A				2.70

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 67 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Roofers and Waterproofers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Personal recommendation(s) from the last school attended	I	1.0			
	II	1.0			
	III	//////	//////	//////	//////
Apprentices opinions	A			2.55	
Previous employer(s) recommendation(s)	I	1.0			
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A			2.65	
Recommendations from friends or acquaintances of the applicant	I		2.0		
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A				2.88

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 68 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Roofers and Waterproofers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				2.90
Transcript of High School grades	I		1.0		
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A				2.70
Test Results	I		1.0		
	II		1.0		
	III	//////	//////	//////	//////
Apprentices opinions	A			2.05	

[a] Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b] Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 69 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Roofers and Waterproofers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I	1.0			
	II	1.0			
	III	//////	//////	//////	//////
Apprentices opinions	A		1.80		
Geometry	I	1.0			
	II	1.0			
	III	//////	//////	//////	//////
Apprentices opinions	A		1.90		
Shop Mathematics	I	1.0			
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A		2.55		

[a] Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b] Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 70 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Roofers and Waterproofers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I	1.0			
	II	1.0			
	III	//////	//////	//////	//////
Apprentices opinions	A		2.10		
Vocational-Industrial Education (Specialized shop courses)	I		2.0		
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A			2.85	
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I			3.0	
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A				3.20

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.71 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Roofers and Waterproofers

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			2.55	
School Behavior	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			2.50	
School attendance	I				3.0
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				2.90

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 72 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Roofers and Waterproofers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	5.0
	II	4.0
	III	//////
	A	3.60
A good attitude	I	
	II	5.0
	III	//////
	A	4.75
Interest in the trade	I	5.0
	II	
	III	//////
	A	4.75

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.73 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Roofers and Waterproofers

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	1.0
	II	2.0
	III	
	A	2.40
Ability to adapt to Union policy	I	2.0
	II	1.0
	III	
	A	2.70
Ability to get along with fellow workers	I	3.0
	II	3.0
	III	
	A	4.80

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 74 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 18 years of age.

Maximum age for acceptance into apprenticeship program: 30 years of age.

Length of apprenticeship: 3 years.

Probationary period: 3 months.

Mean sampling age of apprentices now under indenture in Oklahoma:

21 year(s) 9 month(s).

Mean sampling of indenture completed: 1 year(s) 5 month(s).

Number of applicants making formal application in 1963: 98.

Number of applicants selected in 1963: 55.

Test(s) used: None.

Special tests or specialized projects: None.

Regional breakdown on this trade in the State of Oklahoma:

Region I	Region II	Region III
1	1	0

Comments:

The need for more qualified apprentices will be greater in the future. The respondents stated that they were not satisfied with the present apprenticeship training program, realizing new construction methods and new materials call for a more diversified program.

RELATIVE MEAN IMPORTANCE OF PERSONAL, EDUCATIONAL, AND PROBATIONARY FACTORS

FOR

SHEET METAL

Skilled Trade(s) Sheet Metal

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I	2.0			
	II			3.0	
	III	//////	//////	//////	//////
Apprentices opinion	A			3.13	
Hobbies which indicate interest and aptitude in mechanical things.	I		2.0		
	II		2.0		
	III	//////	//////	//////	//////
Apprentices opinions	A		2.42		
Member of applicant's family employed in the craft.	I				
	II			3.0	
	III	//////	//////	//////	//////
Apprentices opinion	A				3.28

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig. 75 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Sheet Metal

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Personal recommendation(s) from the last school attended	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			1.90	
Previous employer(s) recommendation(s)	I				3.0
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.21
Recommendations from friends or acquaintances of the applicant	I			2.0	
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.06

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 76 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Sheet Metal

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				
	II				
	III				
Apprentices opinions	A				
Transcript of High School grades	I				
	II				
	III				
Apprentices opinions	A				3.41
Test Results	I				
	II				
	III				
Apprentices opinions	A				3.78

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 77 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Sheet Metal

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I				
	II				
	III				
Apprentices opinions	A				3.76
Geometry	I				
	II				
	III				
Apprentices opinions	A				3.72
Shop Mathematics	I				
	II				
	III				
Apprentices opinions	A				

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 78 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Sheet Metal

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
English	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			2.46	
Vocational-Industrial Education (Specialized shop courses)	I				3.0
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.68
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I				3.0
	II				
	III	//////	//////	//////	//////
Apprentices opinions	A				3.71

[a] Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b] Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig.79 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Sheet Metal

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I			2.0	
	II			2.0	
	III	//////	//////	//////	//////
Apprentices opinions	A			2.27	
School Behavior	I				3.0
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.25
School attendance	I			2.0	
	II				3.0
	III	//////	//////	//////	//////
Apprentices opinions	A				3.27

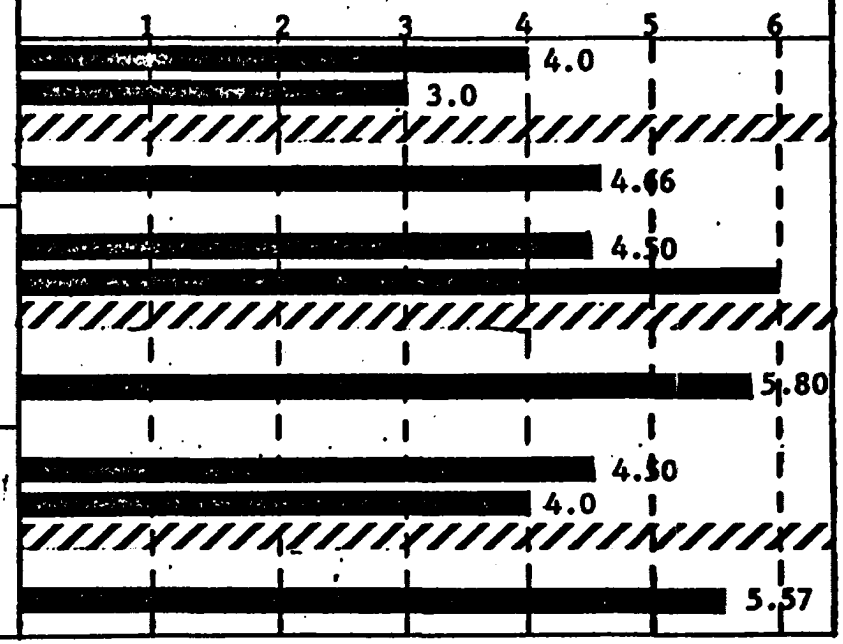
[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 80 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Sheet Metal

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	4.0
	II	3.0
	III	
	A	4.66
A good attitude	I	4.50
	II	
	III	
	A	5.80
Interest in the trade	I	4.50
	II	4.0
	III	
	A	5.57

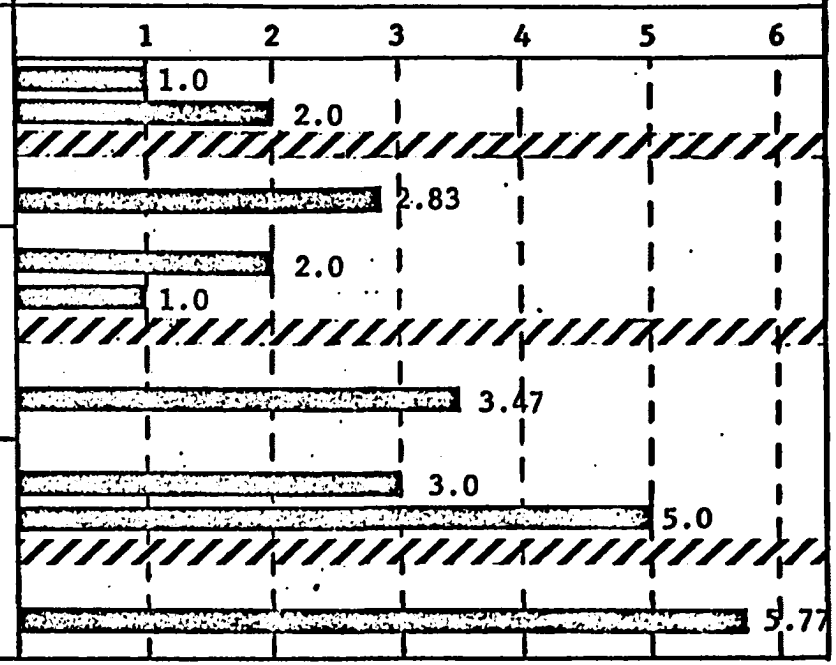


[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 81 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Sheet Metal

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	1.0
	II	2.0
	III	//////
	A	2.83
Ability to adapt to Union policy	I	2.0
	II	1.0
	III	//////
	A	3.47
Ability to get along with fellow workers	I	3.0
	II	5.0
	III	//////
	A	5.77



[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 82 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Pertinent Data

Minimum age for acceptance into apprenticeship program: 16 years of age.

Maximum age for acceptance into apprenticeship program: 23 years of age.

Length of apprenticeship: 4 years (8000 hours).

Probationary period: 3 months.

Mean sampling age of apprentices now under indenture in Oklahoma:

22 years 2 months.

Mean sampling of indenture completed: 1 year(s) 11 month(s).

Number of applicants making formal application in 1963: 89.

Number of apprentices selected in 1963: 38.

Test(s) used: General Aptitude Test Battery.

Test administered by: Oklahoma Employment Security Commission.

Special tests or specialized projects required: All apprentices are required to enter into competition with one another on a special project. This is done once a year and is a required portion of their training.

Regional breakdown on this trade in the State of Oklahoma:

Region I	Region II	Region III
1	1	0

Comments:

The driving record is taken into consideration in their selection of apprentices. This is done as an added precaution for the trade often requires the driving of an employers vehicle. The sheet metal trade continues to grow mainly because of the high transportation cost of prefabricated goods. It is a trade that requires a high degree of abstract thinking.

MEAN COMPILATION OF PERSONAL, EDUCATIONAL, AND

PROBATIONARY FACTORS OF ALL TRADES SURVEYED

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Posession of manipulative skills needed to be immediately productive on the job.	I			2.99	
	II				3.22
	III			3.0	
Apprentices opinion	A				3.32
Hobbies which indicate interest and aptitude in mechanical things.	I			2.48	
	II			2.23	
	III			2.20	
Apprentices opinions	A			2.67	
Member of applicant's family employed in the craft.	I			2.0	
	II			2.44	
	III			2.20	
Apprentices opinion	A			2.63	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in Region designated.

Fig.83 Relative Mean Importance Assigned to Personal Factors When Selecting an Apprentice in the Regional Areas of Oklahoma.

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
Personal recommendation(s) from the last school attended	I	2.24			
	II	2.28			
	III	2.20			
Apprentices opinions	A	2.76			
Previous employer(s) recommendation(s)	I	2.63			
	II	2.86			
	III	2.80			
Apprentices opinions	A	2.96			
Recommendations from friends or acquaintances of the applicant	I	2.18			
	II	1.89			
	III	2.0			
Apprentices opinions	A	2.74			

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 84 Relative Mean Importance Assigned to Personal Factors when Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
High School Graduation	I				3.28
	II				3.56
	III				3.60
Apprentices opinions	A				3.54
Transcript of High School grades	I			2.58	
	II			3.0	
	III			2.60	
Apprentices opinions	A				3.09
Test Results	I			2.39	
	II			2.33	
	III			2.10	
Apprentices opinions	A			2.80	

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - vlaue of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 85 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Algebra	I			2.54	
	II				3.11
	III			2.60	
Apprentices opinions	A				3.04
Geometry	I			2.78	
	II				3.11
	III				3.0
Apprentices opinions	A				2.95
Shop Mathematics	I				3.0
	II				3.22
	III				3.40
Apprentices opinions	A				3.34

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 86 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered	Region (I-II-III)	OF NO 1. IMPORTANCE	OF LITTLE 2. IMPORTANCE	OF 3. IMPORTANCE	OF GREAT 4. IMPORTANCE
English	I			2.20	
	II			2.22	
	III			2.60	
Apprentices opinions	A			2.74	
Vocational-Industrial Education (Specialized shop courses)	I			2.90	
	II				3.28
	III			2.80	
Apprentices opinions	A				3.23
Industrial Arts (Courses in shop and drafting, hand and machine tools)	I			2.96	
	II				3.33
	III			2.60	
Apprentices opinions	A				3.26

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" respresents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 87 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered	Region (I-II-III)	1. OF NO IMPORTANCE	2. OF LITTLE IMPORTANCE	3. OF IMPORTANCE	4. OF GREAT IMPORTANCE
Social Studies (Courses designed to understand society, government and history)	I	2.02			
	II	2.55			
	III	2.0			
Apprentices opinions	A	2.23			
School Behavior	I	2.40			
	II	2.15			
	III	2.40			
Apprentices opinions	A	2.90			
School attendance	I	2.54			
	II	2.50			
	III	2.60			
Apprentices opinions	A	3.04			

[a]Weighting assigned to columns as follows: Column (1) - value of 1; Column (2) - value of 2; Column (3) - value of 3; Column of (4) - value of 4. (Length of bar indicated relative importance)

[b]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 88 Relative Mean Importance Assigned to Educational Factors When Selecting an Apprentice in the regional areas of Oklahoma.

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important). The longer the bar, the more important the factor.
Manipulative skills required in the trade	I	3.57
	II	3.88
	III	4.0
	A	4.70
A good attitude	I	4.26
	II	4.47
	III	4.0
	A	5.19
Interest in the trade	I	4.56
	II	4.97
	III	5.20
	A	5.53

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 89 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional Areas of Oklahoma.

Skilled Trade(s) Mean Compilation by Region on All Factors Considered

Factors Considered During Probationary Period	Region (I-II-III)	Mean Rank Order of Importance (1, least important - 6, most important) The Longer the bar, the more important the factor.
Leadership characteristics	I	1.66
	II	1.20
	III	1.80
	A	3.86
Ability to adapt to Union policy	I	1.95
	II	1.22
	III	1.20
	A	3.93
Ability to get along with fellow workers	I	3.45
	II	3.85
	III	3.60
	A	5.07

[a]Code "Region I" represents the Southwestern Building and Trades Council jurisdictional responses.
"Region II" represents the Northeastern Building and Trades Council jurisdictional responses.
"Region III" represents the Southeastern Building and Trades Council jurisdictional responses.
/////// No Joint-Apprenticeship-Committee for trade in region designated.

Fig. 90 Relative Mean Importance Assigned to Factors Observed During the Probationary Period in the Regional areas of Oklahoma.

Summary

Data on apprentice selection policies of Oklahoma's Building and Construction Trades were reported in such a manner as to allow a separate study of policies in each of the three jurisdictional areas. Any generalization which purports to reflect the selection policies of a trade for the entire State would not be representative of all regions. Differences do exist among regional areas as to the importance attached to selection and probationary criteria within the same trade. Selection policies within a given region, however, were generally similar. This would indicate that there is more interchanging of intra-regional information than there is of inter-regional information.

Consideration of Personal Factors

Possession of Manipulative Skills Needed to be Immediately Productive on the Job.

The more mechanical the trade the greater the importance placed on this factor. It was considered of importance by 53 per cent and of great importance by 32 per cent of the Joint-Apprenticeship-Committees. Only 2 per cent of the respondents ranked this of no importance and 13 per cent considered it of little importance. The mean sampling of apprentice opinions resulted in a rank of 3.32 importance, with none ranking it less than of importance.

Hobbies which Indicate Interest and Aptitude in Mechanical Things.

The more technical skilled trades stressed this factor more than the mechanical trades. Thirty two per cent ranked it of importance and 26 per cent considered it of great importance. This factor was considered

of no importance by 10 per cent and of little importance by 28 per cent. The apprentice sampling gave it a mean ranking of 2.67 on the scale of importance.

Member of Applicant's Family Employed in the Craft.

The concept that a journeyman's son need not concern himself on acceptance into the apprenticeship program is rapidly being dispelled in many trades. This factor was broken down by 5 per cent ranking it of great importance, 20 per cent classifying it of importance, 47 per cent rating it as of little importance, and 28 per cent stating this was of no importance. The sampling of apprentices gave it a mean rank of 2.63 importance.

Personal Recommendation(s) from the Last School Attended.

Fifteen per cent of the Joint-Apprenticeship-Committees reported this factor of great importance, 40 per cent considered it of importance, 35 per cent felt that it was of little importance and 10 per cent deemed it to be of no importance. The apprentices sampling gave it a mean ranking of 2.76 on the scale of importance.

Previous Employer(s) Recommendation(s).

Considerable importance was attached to this factor by both the Joint-Apprenticeship-Committees and the apprentices. On the scale of importance the apprentices gave it a mean ranking of 2.96. Fifteen per cent considered this factor to be of great importance, 55 per cent ranked it of importance, 30 per cent cent of the committees gave this ranking of little importance, while no committee or apprentice gave this a ranking of no importance.

Recommendations from Friends or Acquaintances of the Applicant.

Only 2 per cent of the Joint-Apprenticeship-Committees gave this factor a ranking of great importance. Thirty per cent gave it a ranking of importance, 43 per cent considered it of little importance, and 25 per cent reported that it was of no importance. The sampled apprentices supported this in their giving it a mean ranking of 2.74 on the scale of importance. The more technical the trade the less important recommendations from friends or acquaintances become in apprenticeship selection.

Consideration of Educational Factors

High School Graduation.

Sixty per cent of the apprenticeship committees marked high school graduation as being of great importance and 28 per cent responded that it was of importance. No response ranked this factor as being of no importance, however, 12 per cent felt it was of little importance. The surveyed apprentices gave the high school graduation factor a mean ranking of 3.54 on the scale of importance.

Transcript of High School Grades

Responses indicated that 88 per cent of the apprenticeship committees considered high school graduation as important or very important, they placed less emphasis on grades achieved while attending school. The data reveals that 35 per cent placed great importance on high school grade transcript and 20 per cent said it was of importance. The data also reveals that 15 per cent place no importance on high school grades, along with 30 per cent stating that it was of little importance. The surveyed apprentices gave it a mean rank of 3.09 on the scale of importance.

Test Results.

Tests are used by some of the building and construction trades, as part of the procedure for selecting apprentices. Some trades have special written and oral tests. Specialized projects are sometimes considered by a trade as a test instrument. The survey showed that 28 per cent of the trades rank test results of great importance, while 20 per cent rank it of importance. The test selection criteria is deemed of little importance by 20 per cent of the committees, and 32 per cent that rank them of no importance. The apprentice sampling mean ranks this factor 2.80 on the scale of importance.

Record of Having Had Algebra in School.

Sixty per cent was evenly divided between of great importance and of importance. Twenty five per cent said it was of little importance in their selection program and 15 per cent reported that algebra was of no importance as a factor in their selection program. The apprentice sampling gave it a mean importance of 3.04.

Record of Having Had Geometry in School.

The responses indicated that almost equal consideration is given to geometry and algebra. The slight difference which the graphic presentations point out are inclined to emphasize geometry a little more.

Shop Mathematics.

Thirty per cent listed shop mathematics as being of great importance, 45 per cent of importance, and 20 per cent listed it as being of little importance. Only 5 per cent of all the Joint-Apprenticeship-Committees ranks it as being of no importance. The 5 per cent that

ranked it of no importance use mathematical knowledge as part of their oral examination, therefore, it is doubtful that this figure is in reality as it appears. The apprentice sampling gave it a high mean ranking of 3.34 on the scale of importance.

Record of Having Had English in School.

This subject was considered as being of great importance by only 10 per cent of the committee population, and only 25 per cent of them gave it a ranking of importance. Fifty three per cent felt that English was of little importance in their selection program and 12 per cent ranked it as having no importance. The apprentice sampling gave it a mean score of 2.74 on the scale of importance.

Record of Having Had Industrial Arts in School.

Every respondent considered this aspect of educational training as having some importance, however 30 per cent held it of great importance. Thirty seven per cent gave this factor a rating of importance, while 33 per cent felt that it was of little importance. The apprentice sampling rated these courses very high giving it a mean importance of 3.23 on the importance scale.

Record of Having Had Social Studies Courses in School.

No respondent gave this factor a ranking of great importance. Only 20 per cent considered social study courses of importance. Fifty two per cent felt that this educational area was of little importance and 28 per cent responded that it was of no importance. The apprentice sampling gave social studies a mean sampling ranking of 2.23 on the weighting scale.

Record of School Behavior.

Ten per cent placed school behavior as being of great importance while 37 per cent considered it to be of importance. Forty per cent ranked this factor as being of little importance and 13 per cent felt that it was of no importance. The apprentices gave this factor a mean ranking of 2.90 on the scale of importance.

School Attendance.

The same 10 per cent that considered school behavior to be of great importance also held school attendance to be equally important. Fifty eight per cent stated that school attendance was of importance in their selective process. Twenty per cent regarded this factor as being of little importance and 12 per cent considered it to be of no importance. The sampling of apprentices held this factor in high regard giving it a mean importance of 3.04 on the weighting scale.

Consideration of Probationary Factors

Manipulative Skills Required in the Trade.

Fifty three per cent considered this a primary requisite of importance ranking it from important to great importance. The remaining 47 per cent did not place quite as much emphasis on this factor. No respondent stated that this factor was of no importance. It was found that the more mechanical the trade the greater the emphasis placed on this criteria. The apprentice sampling considered this factor to be of great importance.

A Good Attitude.

Eighty eight per cent of the Joint-Apprenticeship-Committees rated this factor as being either important or very important. Twelve per

cent considered it to be of lesser importance but no respondent gave it a ranking of no importance. The apprentice sampling held this factor in high regard giving it a mean importance of 5.19 on the six point scale.

Interest in the Trade.

This factor is a must for all apprenticeship candidates. It was considered by 100 per cent of all persons involved in this study to be either of great importance or of importance. No respondent gave this a ranking of little or no importance.

Leadership Characteristics.

Two per cent of the committees placed great importance on this factor and another 2 per cent considered it to be important. Ninety six per cent rated this factor as being of little importance to no importance. The apprentice sampling ranked it as being important.

Ability to Adapt to Union Policy.

Only 2 per cent of the committees ranked this of great importance with only 15 per cent ranking it of importance. The remaining 85 per cent considered this to be of little importance in contrast to the other probationary factors. This does not mean that union policies can be openly and flagrantly broken. It indicates only that they are more interested in getting qualified apprentices rather than card carrying boy laborers. The apprentices ranked this factor as being important.

Ability to Get Along with Fellow Workers.

Fifty eight per cent of the committee respondents considered this factor to be of importance. Only 5 per cent stated that this factor

was of no importance. The remaining committees gave this a ranking of lesser importance but all felt that it was to be considered in their apprentice selections. The apprentices in the sampling rated this factor as one of great importance.

CHAPTER IV

CONCLUSIONS, OBSERVATIONS, AND RECOMMENDATIONS

Included in this chapter are the major conclusions of the study based on the findings of this investigation. Some of the writer's observations formed throughout the course of the study and specifically applicable to the State of Oklahoma have also been included. These observations lack the proof needed to be stated as formal conclusions of the study, therefore, they represent only the writer's judgment on the subject. However, there is sufficient support of these data, to substantiate and warrant their being mentioned.

Specific objectives of this investigation were described in detail on pages 10-12. Also, findings pertaining to these objectives are interwoven throughout chapter three. The ordering of conclusions will coincide with that of the specific objectives, and will briefly point out the major findings derived from a response analysis of the two data-gathering instruments.

Conclusion 1

Possession of manipulative skills needed to be immediately productive on the job were considered to be important. The more mechanical the trade the greater the importance attached to this factor.

Observation: Trades placing great importance on this factor are primarily interested in getting immediate return on their apprentice investments. Attitudes such as this if left unchecked could lead to apprenticeship

downgrading, possibly regressing to "boy-labor" standards.

Recommendation: This factor should be considered important by the Joint-Apprenticeship-Committees, but not of such great importance that it outweighs other equally basic criteria. A candidates exposure to previous occupational opportunities conducive to the development of manipulative skills should be taken into consideration.

Conclusion 2

Hobbies which reveal interest and aptitude in mechanical pursuits were considered of little importance on the over all compilation in the selection of one apprentice applicant over another.

Observation: This factor was considered to be of more importance by the technical trades. Many of the technical trades considered this factor as being one conducive to abstract reasoning.

Recommendation: Hobbies which reveal interest and aptitude in mechanical pursuits should be given a little more consideration by all Joint-Apprenticeship-Committees. It is recommended that a research study be undertaken to determine if a significant degree of adaptability exists between those who do and those who do not have hobbies of a mechanical interest.

Conclusion 3

Having a member of an applicants family employed in the trade is not a prime requisite nor a supportive one insuring the applicant special consideration for apprenticeship training.

Observation: Only one of the more technical trades listed this factor as being of great importance. Apprentices surveyed in this same trade

listed it as having little importance in the selection process. Aside from this one instance all the technical trades rated this factor as having little or no importance. In trying to cope with the many new and frequent technological demands more Joint-Apprenticeship-Committees are realizing that it is no longer feasible or practical to rely on this method of apprentice selection. The make-up of the Joint-Apprenticeship-Committees aids greatly in preventing favoritism from becoming a common practice, for it equally represents management.

Recommendation: All Joint-Apprenticeship-Committees should re-evaluate the importance given this selection factor to see if it is an impediment or in any way detrimental to their trade(s). It is further recommended that the J.A.C.'s take action in regard to the prevailing belief that a trade journeyman's son(s) are automatically accepted into the apprenticeship program. Educators who basically assume that they understand the inner-workings of the world of organized labor should re-orient themselves to post WW II apprenticeship selection policies.

Conclusion 4

Fifty per cent of the Joint-Apprenticeship-Committees considered personal recommendations furnished by the applicant's school to be either of little importance or of no importance.

Observation: This factor is of great importance to most of the technical trades, however, many of the mechanical trades regard it as being of little importance. This could be in part explained by noting that some committees might consider the applicants school record and deduce from it probable recommendations.

In many instances a communication breakdown between educational institutions and the trades exists in regard to this factor. This breakdown may be predicated on just or unjust criticism. Trying to overcome this communication lag at the present rate of advancement will take many years.

Recommendation: Extensive effort should be initiated by both the Joint-Apprenticeship-Committees and educators to try and mend this communication breach. Educators should be concerned with this basic disregard for school recommendations and investigate to see what can be done to resolve the present lack of confidence or error revealed in such material.

Conclusion 5

Recommendations from previous employers are considered either of great importance or of importance by 70 per cent of the Joint-Apprenticeship-Committees.

Observation: A work record with letters of recommendations is often a conducive factor in apprenticeship selection even when it is given a rating of little importance. It seems that this factor gives to the Joint-Apprenticeship-Committees a little more faith in their decisions.

Recommendation: Attempts should be made to attach the same degree of importance to personal recommendations from the last school attended.

Conclusion 6

Recommendation from friends and acquaintances were considered to be of little importance.

Observation: A few of the more mechanical trades gave this factor a ranking of importance. Most Joint-Apprenticeship-Committees are aware that special compensations of this nature can be detrimental to all facets

of the apprenticeship program. They also know that if an applicant does not possess the interest or have the necessary potential, they are not only doing an injustice to their trade, but also to the apprentice himself.

The practice of giving special consideration to apprenticeship applicants who are recommended by a friend or acquaintance is done mainly to repay an indebtedness or to pacify a friend or contractor doing the recommending.

Recommendation: That this factor be given consideration only after the applicant has qualified on all other criteria or not at all. It is further recommended that if apprenticeship programs are to maintain integrity, the practice of favoritism must cease. If the Joint-Apprenticeship-Committee members subject themselves to special privilege practices they are guilty of dereliction of duty to the union(s), to the employers, and to the apprentice.

Conclusion 7

High school graduation is considered of great importance by 60 per cent and of importance by 28 per cent of the J.A.C.s in the selection of apprenticeship applicants.

Observation: No respondent gave this a ranking of "no importance." A high school education will be in the near future required for acceptance into almost all apprenticable building and construction trades. Competition and new technology coupled with the increased need for greater individual versatility and rising apprenticeship training costs will demand higher educational selection criteria.

Recommendation: Joint-Apprenticeship-Committees representing a trade or trades having a good apprenticeship training program, should

be aware of their commanding position and require a high school education of all apprenticeship applicants. Trades need to have their entry requirements made known and then see that the schools are meeting their needs in the curricula. Educators in turn should see that the needs of youths desiring to enter occupational pursuits are made available to them. The individual trade unions should take it upon themselves to see that its affiliates are striving to upgrade apprenticeship training. One of the greatest strengthening forces for the building and construction trades unions in Oklahoma would be in the setting up of a consolidated apprenticeship regulating committee. It would be the duty of this committee to see that all the affiliates either maintain a school or make provisions for all its apprentices. At the present time in Oklahoma many discrepancies and inadequacies exist in regard to apprenticeship training practices.

Conclusion 8

A high school transcript is considered of great importance or of importance by 88 per cent of the Joint-Apprenticeship-Committees.

Observation: Technical trades consider this factor to be more important than the mechanical trades. The technical trades invest a considerable amount of time and money in their apprenticeship training programs and are more inclined to select candidates with greater scrutiny. This factor is becoming more and more important than it has been in the past. Joint-Apprenticeship-Committees can see the need of attracting candidates who have proven educational ability.

Recommendation: Educators and apprenticeship committee representatives of each trade should meet and outline minimum course and over-all grade requirements. Neglect of this basic element has aided in giving rise

to the concept that only colleges and technical schools have entry requirements and that trades pick from whatever students are left. Closer cooperation could dispell this concept by giving public recognition to students accepted for apprenticeship training by trade and number. This in turn could lead to follow-up studies, and from these, adjustments could be made to better meet the needs of all concerned. A program of this nature would aid in creating new concepts giving worth and dignity to the building and construction trades. It is recommended that action should be initiated in regards to the breaking down of the mutual distrust barrier that educational institutions and trade unions have for one another.

Conclusion 9

Test results are important to the trades that use them, (Boilermakers, Pipefitters, Plumbers, Refrigeration, Steamfitters, Bricklayers, Carpenters, Electricians and Sheet Metal).

Observation: Some trades not using standardized tests in their selection process are contemplating their use in the near future. Many tests are used by the various trades which are not listed nor easily seen at first view. Tests of this nature are mainly oral, periodically written tests, and performance type tests. All standardized tests are given by the Oklahoma Employment Security Commission. A bad feature about this means of testing rests in the fact that the Joint-Apprenticeship-Committees do not have the benefit of knowing an applicant's potential, for they receive only a reply stating that the applicant did or did not qualify.

Some Joint-Apprenticeship-Committees are considering the adoption of standardized tests for they can see the inherent need for more impersonal information on which to base their decisions. Trades now using the

Oklahoma Employment Security Commissions testing service appear to have complete faith in their decisions and evaluation instruments.

Recommendation: All Joint-Apprenticeship-Committees using standardized tests should acquaint themselves with the evaluation devices, basic norms, and how it was standardized. It is recommended that the J.A.C.'s make greater use out of the high school testing records for these are obtained over a period of time and are not a "one shot" approach as is the current practice. It is strongly recommended that Guidance Counselors become more acquainted with the policies and opportunities offered by trade unions.

Conclusion 10

Algebra, geometry, and shop mathematics are all factors considered to be of importance in apprenticeship selection.

Observation: Many Joint-Apprenticeship-Committees feel that taking time to teach these basic requirements is not only costly but that it also impedes their training program. The remedial time spent teaching these subjects infringes upon the time normally allotted to other facets of training. These educational criteria will become increasingly more mandatory.

Recommendation: Educational institutions should re-evaluate this aspect of their curricula to see if it is basically sound for all youth. This evaluation must be done in light of trying to satisfy all aspects of the socio-occupational spectrum. Trade leaders should initiate action to see that their basic requirements are being met.

Conclusion 11

Having had English and Social Studies in school is of little importance in the selection of one applicant over another.

Observation: All Joint-Apprenticeship-Committees stated that they were interested in the up-grading of their craft, yet more than 50% placed little or no importance on English and Social Studies. Only four committees rated this to be of great importance. Greater emphasis will be placed on these factors in the future. This will come about primarily through the increased demand for oral and written communication by all trade members. In the past many Joint-Apprenticeship-Committees have failed to see the increased need for better oral and written skills in their occupation. It is also noted that all organized labor is trying to upgrade its socio-occupational image.

Recommendation: Educators, trade officials, and tradesmen should take positive action in trying to dispel the current concept of; if you are going to work with your hands English and Social Studies are not needed.

Conclusion 12

Specialized Shop courses and basic Industrial Arts courses are important factors in apprenticeship selection.

Observation: These factors were considered of importance by many Joint-Apprentice-Committees yet not of great importance because they felt that the high school programs were not as extensive or inclusive as they would like them to be. A classic example of reaction to this question was; "Book learning is one thing but applying this knowledge is something entirely different."

Recommendation: A more direct communication between the skilled trades and Industrial Art departments could very easily turn out to be beneficial to all concerned. Industrial Arts students should be invited to attend an apprenticeship meeting and also a regular union meeting.

In turn Joint-Apprenticeship-Committee members of the various trades should be invited into the school to see and observe at first hand present Industrial Arts programs.

Conclusion 13

School attendance is considered to be a factor of importance by the Joint-Apprenticeship-Committees representing the more technical trades. In general the more mechanical trades rated this factor as being of little importance as a determinant in an applicants suitability.

Observation: The committee member who gave this factor a ranking of no importance could not conceive any connection between school attendance and work attendance. If an apprentice fails to attend apprenticeship classes in the above mentioned committee's trade three times without a very valid reason his apprenticeship would be terminated.

Certain committees have become indoctrinated with the idea that financial inducement is more motivating to an apprentice than the so-called intrinsic educational values.

Recommendation: Research is needed on this factor to determine how significant apprentices and journeymens voluntary lay-offs or sick time taken compares with that of their school attendance.

Conclusion 14

School behavior is of little importance in the over-all compilation of trade responses. The technical trades considered this factor of importance.

Observation: Many committee representatives considered school behavior as a natural stage of growing up which comes to an abrupt end with

their leaving school. They further feel that financial remuneration enhanced by advanced maturity will greatly lessen or completely negate the behavioral problems that challenged the educational institutions.

Recommendation: More basic research on this factor would prove to be beneficial to everyone involved.

Conclusion 15

A good attitude, interest in the trade, and ability to get along with fellow workers are factors considered to be of importance during the probationary period.

Observation: These factors are usually given careful consideration prior to the initial acceptance of the apprenticeship applicant.

Conclusion 16

Leadership characteristics and ability to adapt to union policies are considered to be of little importance during the probationary period.

Observation: Many trade representatives expressed the same type philosophy on the factor regarding leadership characteristics. They felt that in order for an apprentice to develop into a good leader of the craft, he must first subject himself to that of being a good follower. It is believed that this question may not have been fully understood in view of all its ramifications by the response population. The basic philosophy of this point being that; 'Leaders will develop in the due course of events without specific training towards that end."

It is also believed by the writer that the question as to the importance of apprentices adapting to union policies may have been somewhat affected by the fear of violation of the Title 29 Labor Bill.

Conclusion 17

Seventy three per cent of the Joint-Apprenticeship-Committees responded that they did not believe governmentally sponsored agencies should assume the responsibility for apprenticeship training in their trade areas.

Observation: The remaining twenty seven per cent of the respondents represented trades that are either being supplanted by automation or that have serious static conditions within their own organization which is seriously impeding their growth.

The trades that have failed to keep up with or adapt to the constant technological advancements and that have neglected their apprenticeship training program, now find themselves in a poor bargaining position. Much of their bargaining power rests in the protective and empathic strength of the other trades.

Recommendation: All trades should re-evaluate their occupation to see if it is still a craft. If they determine it is a craft, then steps should be taken to either enhance or restore any lost pride and make it worthy of new dignity. All organized trades could strengthen their positions both economically and socially if they would instigate action proving that they are craftsmen and not just an organized body built around pecuniary interests.

Conclusion 18

Seventy three per cent of the respondents also believed the present method of apprenticeship training for their trade(s) is the best and most efficient manner of training.

Observation: Many trades do a much more thorough job in their apprenticeship training programs than others. Most of the trades can now see the need for stronger apprenticeship programs but they do not want to be in competition with governmental sponsored (usually short term) apprenticeship programs.

Recommendation: Research is needed on the question of who trains apprentices to a greater degree of proficiency. Many governmental programs are rather slipshod in manner and purpose and often set up without too much concern for future ramifications. The idea of blaming labor organizations for maintaining an apprentice-journeyman ratio is in most cases unfair. It is much easier to select a new apprentice or call in outside journeymen to meet conditions of need, than it is to explain to member journeymen and apprentices why they are not working.

Governmental trade apprenticeship planning committees should include or at least use trade union consultants. Trade unions in turn should see that their programs are doing the job that they tell the public they are doing.

Conclusion 19

Fifty eight per cent of the Joint-Apprenticeship-Committees reported that they were satisfied with their present apprenticeship training program.

Observation: Many trades are making a concerted effort to up-grade their training programs. Strange as it may seem, many of the trades having very good training programs, responded that they were not satisfied with their present program. The more progressive apprenticeship programs realize

that their continued success and perpetuation is highly dependent upon the quality of its new journeymen. Every organized trade in some manner casts a shadow on all organized trades. Therfore, efforts should be made to develop closer liaison between trades in regard to their training programs. The trades maintaining a status-quo outlook not only weaken themselves but the concept image of all trades.

Recommendation: Every trade that has a charter should be made to either maintain an adequate and worthy apprenticeship training program, or make provisions elsewhere to have this done in order to have and to qualify for a local charter. If these trades are as sincere as they say in upgrading their individual trades, then, they must first rid themselves of their own inherent weaknesses.

Conclusion 20

Many Oklahoma building and construction trades did not appear to be meeting their obligations for providing trained craftsmen to replace those presently employed or who will be lost to the trades by accepting other employment, by retirement, or by death.

Observation: Most of the trades guilty of not providing apprenticeship opportunities are often found to be lax in their training programs. In these cases the prevailing idea among the office holders is primarily that of letting matters remain as they are until they either retire or leave the organization.

Recommendation: The Joint-Apprenticeship-Committees have a responsibility to the trade and to the employers. If they are negligent in their duty they should be removed, for uncertainty coupled with indifference

is a success team for failure. It should be the primary responsibility of every Joint-Apprenticeship-Committee to see that its apprenticeship ranks are in proportion to its journeymen ranks. A second responsibility is to see that their trade(s) do not become a closed corporation but a vital living movement designed to insure an adequate and healthy growth of their trades.

General Recommendations

1. Educational institutions should concern themselves with the problems confronting youth who are hopeful of entering into an apprenticeship program with the same vigor shown the college bound.

2. Curricula should be developed in such a manner as to allow additional preparation in the subject area considered to be necessary for acceptance into apprenticeship training programs.

3. A study of the communication lag between educators and trade officials should be undertaken. The apprenticeship applicant initially suffers from this communication breech, but as an end result the educational institutions and trades are limited and weakened.

4. Schools should have follow-up studies running continuously on those who enter and those who complete or drop-out of apprenticeship training programs, comparable to those done on other students and programs. This would provide an insight into the adequacy of the curricula and to see if it is properly designed to prepare youth for entry into the world of work.

5. Trade unions should draft lists of their primary entry requirements and send a copy to every educational institution having any connection with this type training. They should then take appropriate and fitting follow-up action to see if the needs are being satisfied in these educational

institutions. This action would greatly behoove the labor movement on a two fold plan; (1) in seeing that their future members were being more adequately prepared and, (2) it would point out to educators, occupational counselors, and the general public that unions are not selfish, domineering, pecuniary minded, highly restricted, and relation centered groups.

6. Trade officials need to make their trades known and to have representation at Career Days, B.I.E. Days (Business-Industry-Education Days) and at Opportunity Night or whatever this segment of education-occupational exposure happens to be called.

7. It is recommended that a study of this nature be replicated in every state.

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APPENDIX A

Letter of Introduction

Dear Sir:

Your Joint-Apprenticeship-Committee has been selected to furnish information for a study to determine what factors are considered by the construction and building trades in their apprenticeship selection.

At the present time nearly all the available information on apprenticeship selection is based on a broad national policy. This basic blanket-type coverage may or may not provide realistic information to those hoping to enter into the Oklahoma labor force. The information that you and other committee leaders can contribute will provide important data to those charged with the responsibility of aiding our youth in their entry into the world of work.

This study is being undertaken as partial fulfillment of the requirements for the Doctor of Philosophy degree at the University of Oklahoma. The major purpose itself stems from a desire to provide and make available more useful occupational information for the youth of Oklahoma.

Please place your answers on the enclosed form and return it by March 20, 1964, in the enclosed self-addressed envelope. All responses will be confidential.

Thank you for your participation.

Sincerely,

Howard Brighton

Howard Brighton

APPENDIX B

Joint-Apprenticeship-Committee

Questionnaire

INFORMATION REGARDING THE BUILDING AND CONSTRUCTION TRADE UNIONS APPRENTICESHIP SELECTION PRACTICES IN OKLAHOMA

Please answer the following questions:

What craft(s) does your committee represent? _____

How many locals does your committee represent? _____

Number of formal apprenticeships applied for in 1963? ..... _____

Number of apprentices selected in 1963? ..... _____

Hourly journeyman scale for 1963 in your area? ..... _____

Beginning hourly apprenticeship scale for 1963 in your area? _____

WHAT ARE THE JOINT-APPRENTICESHIP-COMMITTEE'S PRACTICES IN REGARD TO EACH FACTOR LISTED WHEN SELECTING AN APPLICANT?

Rate according to the four categories listed below that which most accurately describes the selection practices of your committee.

1 OF NO IMPORTANCE	2 OF LITTLE IMPORTANCE	3 OF IMPORTANCE	4 OF GREAT IMPORTANCE

Check the box which answers the question best:	1	2	3	4
Possession of manipulative skills needed to be immediately productive on the job	___	___	___	___
Hobbies which indicate interest and aptitude in mechanical things	___	___	___	___
Member of applicant's family is employed in the craft	___	___	___	___
Personal recommendation(s) from the last school attended	___	___	___	___
Previous employer(s) recommendation(s)	___	___	___	___
Recommendations from friends or acquaintances of the applicant	___	___	___	___
High school graduation	___	___	___	___
Transcript of high school grades	___	___	___	___
Record of having had any of the following in school:				
Algebra	___	___	___	___
Geometry	___	___	___	___
Shop Mathematics	___	___	___	___
English	___	___	___	___
Vocational-Industrial Education (Specialized shop courses in which several hours of the school day are devoted to developing understanding and manipulative skills in basic trade areas such as machine shop, wood shop, welding, drafting, etc.)	___	___	___	___
Industrial Arts (Courses in shop and drafting designed to provide a general understanding of technical and industrial aspects of modern society, basic hand and machine tools, and the materials and processes of industry).....	___	___	___	___
Social Studies (Courses designed to develop general understanding of society, government and history)	___	___	___	___
Is school behavior taken into consideration?	___	___	___	___
Is school attendance record taken into consideration?	___	___	___	___

What is the minimum age limit for acceptance into your apprenticeship program? ..... _____ Years of age

What is the maximum age limit for acceptance into your apprenticeship program? ..... _____ Years of age

Does your committee require a probationary period of employment to determine final acceptance into the apprenticeship program? _____ Yes _____ No

If so, how long is the probationary period? .... ____ Months ____ Years

If you use a probationary period please rank the factors from item 1 - 7 you consider important by the following scale:

1. Most important	4. Fourth most important
2. Second most important	5. Fifth most important
3. Third most important	6. Etc.

Demonstration of:

1. Manipulative skills required in the trade ..... _____
2. A good attitude ..... _____
3. Interest in the trade ..... _____
4. Leadership characteristics ..... _____
5. Ability to adapt to Union policies ..... _____
6. Ability to get along with fellow workers ..... _____
7. Others: (Please describe below and include in ranking)

_____ ..... _____

_____ ..... _____

_____ ..... _____

_____ ..... _____

QUESTIONS ABOUT TESTS USED TO SELECT AN APPRENTICE

If your committee uses tests in the selection, place a check in the correct column indicating their importance in the selection process.

1. Test results are NOT important	2. Test results are a LITTLE important	3. Test results ARE important	4. Test results are VERY important

Standardized tests have been developed to measure mechanical aptitude, attitude, interest, and intelligence. If your committee uses results from such tests in the selection of apprentices, please complete the following.

Name of test used	Minimum score necessary for further consideration	
	Raw score	Percentile
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

(Continue on Reverse Side)

If there are other factors that your committee considers in selecting apprentices, please list them and place a check in the column which indicates their importance.

1. Not important	2. A little important	3. Is important	4. Is very important

	1	2	3	4
_____	—	—	—	—
_____	—	—	—	—
_____	—	—	—	—

Some committees have designed their own tests to measure specific requirements or needs. If your committee has developed such written or performance tests, are they designed to measure:

	Yes	No
Mechanical aptitude	_____	_____
Specific skills needed in the trade	_____	_____
General intelligence	_____	_____
Interest in the trade	_____	_____

Others: (Please describe what other things are measured with these tests.)

_____
_____
_____
_____

	Yes	No
Do you think governmentally sponsored agencies should assume the responsibility for apprenticeship training in the trades?	_____	_____
Do you feel that your present method is the most efficient method for apprenticeship training?	_____	_____
Are you personally satisfied with the present apprenticeship training program?	_____	_____

Will your present type training program <u>increase</u> or <u>decrease</u> in the next ten years? (Circle one)
Brief answer as to <u>why</u> you think the above will happen:

_____
_____
_____
_____

COMMENTS:

_____
_____
_____
_____
_____
_____
_____
_____

(Continue on reverse side)

APPENDIX C

Apprenticeship Questionnaire

DO NOT PUT YOUR NAME ON THIS QUESTIONNAIRE: This questionnaire is designed with the hope of providing more information on the apprenticeship selection process by the Building and Construction Trades in Oklahoma. This information may later be used in occupational counseling with those who wish to enter into these areas of work.

In what trade are you now apprenticed?_____

How old are you?_____ Months_____ Years

How long have you been an apprentice?_____ Months_____ Years

Rate, according to the four categories listed below, what you believe to be important and just how important it was in your being accepted as an apprentice.

1 OF NO IMPORTANCE	2 OF LITTLE IMPORTANCE	3 OF IMPORTANCE	4 OF GREAT IMPORTANCE

Check the box which answers the question best.....	1 2 3 4
Possession of manual skills needed to be immediately productive on the job.....	___ ___ ___ ___
Hobbies which indicated interest and aptitude in mechanical things.....	___ ___ ___ ___
Member of family employed in the craft.....	___ ___ ___ ___
Personal recommendation from last school attended..	___ ___ ___ ___
Previous employer(s) recommendation(s).....	___ ___ ___ ___
Recommendations from friends or acquaintances.....	___ ___ ___ ___
High school graduation.....	___ ___ ___ ___
Good school grades.....	___ ___ ___ ___
Good school behavior.....	___ ___ ___ ___
Good school attendance.....	___ ___ ___ ___
Having had algebra.....	___ ___ ___ ___
Having had geometry.....	___ ___ ___ ___
Shop mathematics.....	___ ___ ___ ___
English.....	___ ___ ___ ___

(Continue on reverse side)

1 OF NO IMPORTANCE	2 OF LITTLE IMPORTANCE	3 OF IMPORTANCE	4 OF GREAT IMPORTANCE

Check the box which answers the question best:.....	1	2	3	4
Specialized shop courses.....	___	___	___	___
Industrial arts courses.....	___	___	___	___
History and government courses.....	___	___	___	___
How important do you feel apprenticeship tests are.	___	___	___	___
Good attitude.....	___	___	___	___
Interest in the trade.....	___	___	___	___
Leadership characteristics.....	___	___	___	___
Ability to adapt to Union policy.....	___	___	___	___
Ability to get along with fellow workers.....	___	___	___	___
Importance of probationary period.....	___	___	___	___

Do you think governmental sponsored agencies should assume the responsibility for apprenticeship training in the trades?.....	YES	...	NO
Do you feel that the present method is the best method of apprenticeship training?.....	_____	...	_____
Are you personally satisfied with the present apprenticeship training program?.....	_____	...	_____

Comments:

_____

_____

_____

_____

_____

_____

_____

APPENDIX D

Building and Construction Trades Included in Survey

SOUTHWESTERN OKLAHOMA
BUILDING AND CONSTRUCTION TRADES COUNCIL
OKLAHOMA CITY, OKLAHOMA

AFFILIATES

JANUARY 1, 1964

Asbestos Workers Local No. 66
Borger, Texas

Asbestos Workers Local No. 94
Oklahoma City, Oklahoma

Boilermakers Local No. 592
Tulsa, Oklahoma

Bricklayers Local No. 1
Oklahoma City, Oklahoma

Bricklayers Local No. 3
Enid, Oklahoma

Bricklayers Local No. 6
Lawton, Oklahoma

Bricklayers Local No. 8
Shawnee, Oklahoma

Bricklayers Local No. 13
Ponca City, Oklahoma

Bricklayers Local No. 14
Chickasha, Oklahoma

Bricklayers Local No. 23
Clinton, Oklahoma

Carpenters Local No. 329
Oklahoma City, Oklahoma

Carpenters Local No. 686
Blackwell, Oklahoma

Carpenters Local No. 763
Enid, Oklahoma

Carpenters Local No. 1201
Borger, Texas

Carpenters Local No. 1686
Stillwater, Oklahoma

Carpenters Local No. 2008
Ponca City, Oklahoma

Cement Masons & Plasterers
Local No. 809
Oklahoma City, Oklahoma

Cement Masons & Plasterers
Local No. 183
Enid, Oklahoma

Cement Masons & Plasterers
Local No. 236
Lawton, Oklahoma

Cement Masons & Plasterers
Local No. 786
Ponca City, Oklahoma

Electricians Local No. 444
Ponca City, Oklahoma

Electricians Local No. 590
Lawton, Oklahoma

Electricians Local No. 602
Amarillo, Texas

Electricians Local No. 1141
Oklahoma City, Oklahoma

Elevator Constructors Local No. 63
Oklahoma City, Oklahoma

Glaziers Local No. 1776
Oklahoma City, Oklahoma

Iron Workers Local No. 48
Oklahoma City, Oklahoma

Iron Workers Local No. 408
Amarillo, Texas

Iron Workers Local No. 592
Wichita Falls, Texas

Iron Workers Local No. 606
Wichita, Kansas

Lathers Local No. 26
Oklahoma City, Oklahoma

Operating Engineers Local No. 627
Oklahoma City & Tulsa, Oklahoma

Painters Local No. 589
Ponca City, Oklahoma

Painters Local No. 650
Lawton, Oklahoma

Painters Local No. 807
Oklahoma City, Oklahoma

Painters Local No. 872
Stillwater, Oklahoma

Painters Local No. 944
Enid, Oklahoma

Painters Local No. 1014
Norman, Oklahoma

Painters Local No. 1434
Altus, Oklahoma

Plasterers Local No. 170
Bethany, Oklahoma

Plumbers & Steamfitters Local No. 369
Oklahoma City, Oklahoma

Plumber & Steamfitters Local No. 362
Lawton, Oklahoma

Plumbers & Steamfitters Local No. 739
Enid, Oklahoma

Plumbers & Steamfitters Local No. 767
Ponca City, Oklahoma

Roofers Local No. 143
Oklahoma City, Oklahoma

Sheet Metal Workers Local No. 124
Oklahoma City, Oklahoma

Sign Painters Local No. 723
Oklahoma City, Oklahoma

Steamfitters Local No. 344
Oklahoma City, Oklahoma

Teamster Local No. 866
Oklahoma City, Oklahoma

Tile, Marble, Terrazo Workers
Local No. 15
Oklahoma City, Oklahoma

Tile Helpers Local No. 76
Oklahoma City, Oklahoma

NORTHEASTERN OKLAHOMA
BUILDING AND CONSTRUCTION TRADES COUNCIL
TULSA, OKLAHOMA

AFFILIATES

JANUARY 1, 1964

Bricklayers Local No. 9
Tulsa, Oklahoma

Carpenters Local No. 943
Tulsa, Oklahoma

Cement Finishers Local No. 690
Tulsa, Oklahoma

Electricians Local No. 584
Tulsa, Oklahoma

Elevators Constructors Local No. 83
Tulsa, Oklahoma

Glaziers Local No. 1433
Tulsa, Oklahoma

Lathers Local No. 228
Tulsa, Oklahoma

Plumbers Local No. 176
Tulsa, Oklahoma

Sheet Metal Workers Local No. 270
Tulsa, Oklahoma

Teamsters Local No. 523
Tulsa, Oklahoma

Painters Local No. 935
Tulsa, Oklahoma

Pipefitters & Steamfitters
Local No. 205
Tulsa, Oklahoma

Roofers & Waterproofers
Local No. 143
Tulsa, Oklahoma

SOUTHEASTERN OKLAHOMA
BUILDING AND CONSTRUCTION TRADES COUNCIL
MUSKOGEE, OKLAHOMA

AFFILIATES

JANUARY 1, 1964

Bricklayers Local No. 11
Muskogee, Oklahoma

Electrician Local No. 384
Muskogee, Oklahoma

Carpenters Local No. 1072
Muskogee, Oklahoma

Operating Engineers Local No. 627
Tulsa, Oklahoma

Painters Local No. 856
Muskogee, Oklahoma

Plumbers & Steamfitters
Local No. 351
Muskogee, Oklahoma

APPENDIX E

Follow-up Letter

Howard Brighton
541 Cheasepeake
Norman, Oklahoma

Dear Sir:

I am writing in regard to a questionnaire sent to you some weeks ago pertaining to your trade's apprenticeship selection practices. This is a statewide survey being conducted on the building and construction trades in Oklahoma. In order to make this study valid and meaningful, it is necessary that your trade be represented.

Enclosed you will find a copy of a letter sent me by Mr. L. R. Williams, President of the Southwestern Building and Construction Trades Council, recommending the study. This study is strictly designed for educational-occupational enlightment in regard to entry into the world of work.

If you feel you cannot participate in this study for personal reasons or because you do not have a formal apprenticeship program, please let me know.

In closing I would like to again ask your cooperation if at all possible in this study. If you have any questions, please write me for clarification.

Sincerely,

Howard Brighton

Encl.

APPENDIX F

Title 29 - Labor Bill

Title 29—LABOR

Subtitle A—Office of the Secretary of Labor

PART 30—NONDISCRIMINATION IN APPRENTICESHIP AND TRAINING

On October 23, 1963, notice of the substance of proposed rules regarding equality of opportunity in apprenticeship and training was published in the FEDERAL REGISTER (28 F.R. 11313). Interested persons were given 15 days in which to submit written statements of data, views, and arguments concerning the proposal. Having considered all relevant material submitted, I have decided to, and do hereby establish a new 29 CFR Part 30, effective January 17, 1964, to read as follows:

Sec.
30.1 Scope and purpose.
30.2 Definitions.
30.3 Equal opportunity standards.
30.4 Selection of apprentices.
30.5 Necessary action on prior application lists.
30.6 Nondiscriminatory operation.
30.7 Formal nondiscrimination provisions.
30.8 New registrations.
30.9 Program reviews.
30.10 Review by Regional Director.
30.11 Review by Administrator.
30.12 Complaint procedure.
30.13 Adjustments in schedules for program review or complaint processing.
30.14 Reinstatement of program registration.

Sec.
30.15 Quota system barred.
30.16 State agencies.

AUTHORITY: §§ 30.1 to 30.16 issued under 50 Stat. 665, R.S. 161; 29 U.S.C. 50, 5 U.S.C. 22.

§ 30.1 Scope and purpose.

This part sets forth policies and procedures to promote equality of opportunity in apprenticeship and training programs registered with the Bureau of Apprenticeship and Training. These policies apply to the selection of apprentices, to waiting lists, and to employment during apprenticeship, and the procedures established provide for review of apprenticeship programs, for processing complaints, for deregistering noncomplying programs and for registering new programs. Provision is also made for cooperative relationships with appropriate State agencies. The purpose of this part is to promote equality of opportunity and to prevent discrimination based on race, creed, color or national origin in all phases of apprenticeship.

§ 30.2 Definitions.

(a) "Bureau" means the Bureau of Apprenticeship and Training.

(b) "Administrator", "Regional Director", and "field representative" mean the Administrator, the Regional Directors and the field representatives of the Bureau.

(c) "Program" means an apprenticeship program registered with the Bureau.

(d) "Employer" means any person or organization employing an apprentice whether or not the apprentice is indentured to such person or organization or to some other person or organization.

(e) "Program sponsor" means any person or organization operating an apprenticeship program, irrespective of whether such person or organization is an employer.

§ 30.3 Equal opportunity standards.

Each apprenticeship program registered with the Bureau shall operate on the basis of the following standards:

(a) The selection of apprentices on the basis of qualifications alone, in accordance with objective standards which permit review after full and fair opportunity for application, unless the selections otherwise made would themselves demonstrate that there is equality of opportunity.

(b) The taking of whatever steps are necessary, in acting upon application lists developed prior to this time, to remove the effects of previous practices under which discriminatory patterns of employment may have resulted.

(c) Nondiscrimination in all phases of apprenticeship and employment during apprenticeship after selections are made.

§ 30.4 Selection of apprentices.

Apprentices may be selected by any of the methods prescribed in paragraphs (a), (b) or (c) of this section.

(a) *Selection on the basis of qualifications alone.* (1) (i) Selection "on the basis of qualifications alone" means that apprentices are chosen from those applicants meeting the minimum qualifications for the trade or craft solely on the basis of their qualifications compared to those of other applicants. Examples of standards by which comparative qualifications may be determined are fair aptitude tests, school diplomas, age requirements, occupationally essential physical requirements, fair interviews, school grades and previous work experience. Under this test, both actual selection for and entry into apprenticeship must be on the basis of comparative qualifications alone. It is not enough for a program sponsor to establish a lengthy list on the basis of minimum qualifications standards and then select apprentices from the list on a basis other than comparative qualifications, such as on the basis of time of application.

(ii) Where the number of applicants meeting the minimum qualifications requirements is greater than the number of job openings, "qualifications alone" means (*a*) that the applicants are ranked on the basis of criteria which measure comparative qualifications (e.g., fair aptitude tests, etc.) and are selected on the basis of the rankings, or (*b*) that without ranking each individual, criteria which measure comparative qualifications are used to identify the "best qualified" in a total number not in excess of the total number of apprentice openings and the order of selection for employment from within the "best qualified" group is determined through any nondiscriminatory system.

(2) "Objective standards" means that qualifications and eligibility must be determined by specific requirements so that questions of discrimination in selection can be fairly adjudicated. It does not mean that all programs must have identical standards for selection. Requirements must be established and disseminated publicly prior to selection. (See § 30.4(a)(4).)

(3) To "permit review" adequate records of the selection process must be kept and made available to the Bureau upon request. These must include a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, willingness to accept direction, which are part of the total judgment. Such records must be retained for at least two years.

(4) "After full and fair opportunity for application" means, with respect to application lists developed prior to January 17, 1964, that in the development of the list the program sponsor had publicly disseminated information about the availability of apprenticeship opportunities and had allowed a substantial period of time for applicants to apply. After January 17, 1964, "After full and fair opportunity for application" means that the program sponsor, prior to time of selection and at least once annually, except in years when no selections are made, has allowed a substantial period of time for new applicants to apply and former applicants to reapply for apprenticeship, has publicly disseminated full information about the availability of apprenticeship opportunities, and has ranked the new applicants thus received along with previous applicants on the basis of their comparative qualifications. After January 17, 1964, such information shall be posted at the normal place of application for apprenticeship and disseminated to the local employment service and the local schools, except that where selection is made exclusively from a restricted pool (see § 30.4(c)), information need not be disseminated to the local employment service and the local schools.

(b) Selections demonstrating equality of opportunity.

(1) Apprentices may be selected in any manner in which the selections themselves demonstrate equality of opportunity.

(2) Apprentices may also be selected in accordance with any plan which assures equality of opportunity and which is acceptable to the Administrator.

(c) Selection from existing employees. Where apprentices are selected from a restricted pool, e.g., from present employees, admissions to the pool as well as selection for apprenticeship must be on a nondiscriminatory basis after January 17, 1964. Selections from the pools may be made on the basis of seniority of employment.

§ 30.5 Necessary action on prior application lists.

Where program sponsors have or adopt a selection system based on qualifications alone as specified in § 30.4(a), the standard stated in § 30.3(b) does not require any action with regard to "application lists developed prior to this time" beyond that required by § 30.4(a). Where program sponsors do not have a selection system based on qualifications alone, the standard stated in § 30.3(b) requires that "application lists developed prior to this time" be opened to the extent necessary to provide current opportunities for selection of qualified members of racial and ethnic minority groups.

§ 30.6 Nondiscriminatory operation.

There must be no discrimination in apprenticeship or employment during

apprenticeship after selections have been made, including but not limited to job assignment, promotion, layoff or termination, rates of pay or other forms of compensation or conditions of work. All apprentices employed shall be subject to the same job performance requirements.

§ 30.7 Formal nondiscrimination provisions.

(a) *Formal provision required.* Except as provided in § 30.7(b), each program registered with the Bureau must contain in its formal apprenticeship standards or in its underlying collective bargaining agreement a formal nondiscrimination provision which is consistent with the standards in § 30.3. The Bureau suggests the following language as appropriate for adoption by program sponsors desiring to select apprentices on the basis of qualifications alone: "Selection of apprentices under the program shall be made from qualified applicants on the basis of qualifications alone and without regard to race, creed, color, national origin, sex, or occupationally irrelevant physical requirements in accordance with objective standards which permit review, after full and fair opportunity for application; and this program shall be operated on a completely nondiscriminatory basis."

(b) *Previously registered programs.* Programs registered prior to January 17, 1964, which contain the following provision or generally equivalent language are not required to revise such language in order to comply with paragraph (a): "Selection of apprentices under this program shall be made from qualified applicant without regard to race, creed, color, national origin or physical handicaps; women shall not be barred from apprenticeships for which they qualify."

(c) *Equal opportunity standards applicable.* Irrespective of the form of the formal nondiscrimination clause adopted or in use, all federally registered programs are required to operate in accordance with the equal opportunity standards in § 30.3 as interpreted in this part.

§ 30.8 New registrations.

Any program sponsor seeking federal registration of a program after January 17, 1964, must select apprentices on the basis of qualifications alone in accordance with objective standards which permit review after full and fair opportunity for application and must adopt a nondiscrimination clause in the form suggested in § 30.7(a) or its equivalent. In addition to the formal provision requirement, the submission to the Bureau must include a concise statement of the selection procedure and of the selection standards which the program sponsor proposes to apply.

§ 30.9 Program reviews.

The Bureau shall conduct a systematic field review of existing federally registered programs, inform program sponsors of the equal opportunity standards, encourage their adoption, and take appropriate action regarding programs which do not adopt and operate in accordance with the standards. Each program field review shall involve the following steps:

(a) Notification to the program sponsor of the equal opportunity standards and the taking of all appropriate action to urge their voluntary acceptance.

(b) Maintenance of a file on the program field review: The file shall accompany the report forwarded by the field representative.

(c) Determination of racial and ethnic composition of the program: Where the composition of the program demonstrates that there is equality of opportunity no further field review will be made. A file shall be maintained regarding such programs, which will contain the information which indicates that equal opportunity is being provided. This file shall be forwarded through supervisory channels to the Administrator for review.

(d) Use of the following checklist where further field review is required:

(1) The formal program language requirement. Does the program contain a formal nondiscrimination clause consistent with the equal opportunity standards in § 30.3? (Programs already containing language generally equivalent to that required by Bureau Circular 62–5 are not required to adopt new written provisions. See § 30.7.)

(2) Selection of apprentices:

(i) Selection on the basis of qualifications alone: Does the program select apprentices on the basis of qualifications alone in accordance with objective standards which permit review after full and fair opportunity for application? (See § 30.4(a)), and is the application list composed entirely of applicants selected and ranked solely on the basis of qualifications alone in accordance with objective standards that permit review after full and fair opportunity for application? (See §§ 30.4(a)(4) and 30.5.)

(ii) Alternative selection plan: If the program does not select apprentices on the basis of qualifications alone, has the program adopted an alternative equal opportunity plan for selecting apprentices which assures equality of opportunity and which is acceptable to the Administrator? Does the program operate in accordance with such plan? Field representatives should submit through channels to the Administrator for approval alternative selection plans which appear to assure equal opportunity. A copy of the approved plan should be included in the case file.

(3) Program operation: Is there any discrimination in apprenticeship or employment during apprenticeship, including but not limited to job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work? (See § 30.6.)

(e) Where the program sponsor has not adopted or is not operating in accordance with the equal opportunity standards in § 30.3, the field representative shall notify the program sponsor in writing (even in group programs where it is an individual employer who is deficient) and indicate possible methods of providing equal opportunity in accordance with this document. For a reasonable time, not to exceed 30 days from the time the program sponsor is notified of the lack of equal opportunity, the field representative shall make every reasonable effort to encourage corrective action, recording the facts and information in the case report. This effort to obtain corrective action shall include an opportunity for any body designated by the program sponsor or industry group for reviewing complaints of discrimination to resolve the issue.

§ 30.10 Review by Regional Director.

(a) *Forwarding of file.* At the close of the field review for programs found to be in conformity, or at the close of the time allowed for voluntary corrective action for programs found not to be in conformity, the field representative shall forward the case file with his recommendations through supervisory channels to the Regional Director for review.

(b) *Conformity findings.* The Regional Director shall review findings of conformity or achievement of corrective action on a spot check basis in sufficient proportion to assure himself that the Bureau's equal opportunity policy is being properly carried out. Where upon review the Regional Director does not concur in the findings of the field representative, he may order further investigation or such other action as may be necessary and appropriate.

(c) *Nonconformity findings.* Upon receipt of any finding of nonconformity by a field representative, the Regional Director shall notify the program sponsor in writing that such a finding has been made, of the facts on which the finding is based, and that the program will be deregistered unless the finding is set aside or appropriate corrective action taken. The program sponsor shall have 15 days from the date of receipt of the notification within which to file a written request for a hearing with the Regional Director.

(1) *Hearing not requested.* If the program sponsor does not request a hearing within 15 days, the Regional Director shall review the case. Where, upon review, the Regional Director concurs in the finding of noncompliance and failure to achieve satisfactory corrective action, he shall so notify the program sponsor and the complainant, if any, and shall forward the case file to the Administrator, stating his concurrence and his recommendations, if any. Where, upon review, the Regional Director does not concur in the finding of the field representative, he may order further investigation or such other action as may be necessary and appropriate.

(2) *Hearing procedure.* If the program sponsor within 15 days of receipt of the notice files a written request, the program sponsor shall be accorded a hearing before a hearing officer designated by the Under Secretary of Labor. The hearing shall be informally conducted. Every party shall have the right to counsel and a fair opportunity to present its case or defense, including a right of cross-examination. The hearing officer shall prepare a decision on the basis of the record before him, setting forth findings and conclusions on the question of noncompliance and recommendations, if any. Copies of the decision shall be furnished to the program sponsor, and the complainant, if any. The decision shall be final except that any program sponsor as to whom the decision is adverse may file exceptions with the Administrator within 15 days of its receipt. If exceptions are filed and if there is a complainant, a copy of the exceptions filed shall be furnished to him

and he shall be given 15 days in which to file a reply with the Administrator. A copy of such reply shall be furnished to the program sponsor.

§ 30.11 Review by Administrator.

(a) *Voluntary corrective action.* Upon receipt of the Regional Director's concurrence in the finding of the field representative or of a decision of a hearing officer that a program is not in conformity, the Administrator shall so inform any private organization designated by the industry in question to assist in achieving equal opportunity and shall allow the organization a reasonable time, normally not to exceed 20 days, to achieve voluntary corrective action.

(b) *Final determination.* Following the receipt of exceptions and replies to be filed or the expiration of the time for action provided for in paragraph (a) of this section, the Administrator shall render a final decision in writing based on the file or the record as the case may be. If the decision is that the program is in nonconformity and that satisfactory action to achieve conformity has not been taken, the program shall be deregistered. The Administrator shall notify the Regional Director, the program sponsor, the complainant, if any, and any private organizations of the type described in paragraph (a) of this section. In each case in which deregistration is ordered the Administrator will make public notice of the order and will notify the President's Committee on Equal Employment Opportunity and the Solicitor of Labor.

§ 30.12 Complaint procedure.

(a) *Filing.* Any applicant or apprentice who believes that he has been discriminated against on the basis of race, creed, color, or national origin with regard to apprenticeship or that the equal opportunity standards have not been followed in his case may file a complaint with the Bureau or any field representative. The complaint shall be in writing and shall be signed by the complainant. It must include the name, address and the telephone number of the person allegedly discriminated against, the program sponsor involved and brief description of the circumstances of the alleged discrimination or failure to follow equal opportunity standards. Complaints received by the Bureau Headquarters Office will be transmitted to the field for processing. The complaint must be filed not later than 180 days from the date of the alleged discrimination or specified failure to follow equal opportunity standards; and in the case of complaints filed directly with private review bodies designated by program sponsors to review such complaints, any referral of such complaint by the complainant to the Bureau or any field representative must occur within the time limitation stated above or 30 days from the final decision of such body, whichever is later. The time may be extended by the Administrator for good cause shown. Local program sponsors should be immediately encouraged to establish, either individually or in an industry group, fair, speedy, and effective procedures for reviewing complaints of discrimination.

(b) *Processing of complaints.* Upon receipt of any complaint the field representative shall:

(1) Prepare and maintain a complete case file for each complaint received. It shall contain the original complaint, reports of investigations and visits, and correspondence with the employer, the program sponsor, and others regarding all phases of the case in chronological order, including recommendations made and final disposition of the case. This file shall be forwarded to the Regional Director for review upon local disposition of each complaint. A separate local office correspondence and reports file shall be maintained for essential internal records and correspondence regarding each case.

(2) When the program sponsor or an industry group has designated a body for reviewing complaints of discrimination, the field representative, upon receiving a complaint, shall establish a case file and direct the complainant to file his complaint with the representative of the review body. He shall give the complainant the name and address of this representative.

(3) No later than 60 days following the filing of a complaint with the review body by the complainant the field representative shall obtain reports from the complainant and the review body of the disposition of the complaint. If the complaint has been satisfactorily adjusted and there is no other indication of failure to apply equal opportunity standards, the case shall be closed and the parties appropriately informed.

(4) When a complaint has not been resolved through local review procedures within 60 days, where no local review procedure exists or where despite satisfactory resolution of the complaint, there is evidence that the equal opportunity practices of the program are not in accordance with these rules, the field representative shall notify the program sponsor of the complaint or such evidence, solicit a response from the program sponsor and conduct whatever other investigation is necessary to determine the facts, including where necessary, interrogation of the complainant, the employer and the other involved persons. The pertinent facts shall be recorded.

(5) Where the program is not operating in accordance with the equal opportunity standards, the field representative shall notify the program sponsor (even in group programs where it is an individual employer who is deficient) and indicate possible methods of providing equal opportunity in accordance with these regulations. For a reasonable time, not to exceed 15 days from the time the program sponsor is notified of the lack of equal opportunity, the field representative shall make every reasonable effort to encourage corrective action, recording the facts and information in the case report.

(6) From this point on, complaints shall be processed procedurally in the same manner as program reviews. (See §§ 30.10–11.)

§ 30.13 Adjustments in schedule for program review or complaint processing.

If, in the judgment of the Administrator, a particular situation warrants and requires special processing and either expedited or extended determination, he shall take the steps necessary to permit such determination if he finds that no person or party affected by such determination will be prejudiced by such special processing.

§ 30.14 Reinstatement of program registration.

Any program deregistered pursuant to these regulations may be reinstated upon presentation of adequate evidence to the Administrator that the program has established and is operating under a selection system based on qualifications alone and is in compliance with § 30.3(c).

§ 30.15 Quota system barred.

Nothing contained in this part shall be construed to require any program sponsor or employer to select or employ apprentices in the proportion which their race, color, religion, or national origin bears to the total population.

§ 30.16 State agencies.

(a) (1) Regional Directors shall encourage State Apprenticeship Council (SAC) States to adopt and implement the equal opportunity standards set forth in § 30.3 and to adopt effective procedures to implement the standards including program reviews, the processing of complaints, deregistration of noncomplying programs, and the consultation and cooperation with private organizations designated by the industry in question to assist in achieving equal opportunity in apprenticeship. Regional Directors shall submit the State equal opportunity programs to the Administrator for determination of their consistency with such equal opportunity standards.

(2) Where State programs are determined to be consistent with such equal opportunity standards, Regional Directors shall work out with SAC States a division of responsibilities between Federal and State personnel for carrying out the procedures adopted to implement the policy.

(3) When the Administrator determines that a State program is not consistent with such standards, he shall notify the Secretary of Labor that a question exists as to whether the Federal Government should continue to recognize, for Federal purposes, programs registered by the State agency.

(b) Regional Directors shall request that SAC State agencies notify them of any State deregistration. Regional Directors shall then notify the Administrator who will in turn notify the President's Committee on Equal Opportunity and the Solicitor of Labor.

(c) Regional Directors shall consult with State officials regarding methods of cooperation with State fair employment practices commissions and shall report the results of such consultations to the Administrator with recommendations for coordination of activities and for a division of responsibilities where appropriate.

Signed at Washington, D.C., this thirteenth of December 1963.

W. WILLARD WIRTZ,
Secretary of Labor.

GPO 870-070

APPENDIX G

Letter of Reference

Southwestern Oklahoma
Building and Construction Trades Council

AFL - CIO

1404 N.W. FIRST—AREA CODE 405 PHONE CE 2-0559
OKLAHOMA CITY 6, OKLAHOMA
8 5

JERRY C. GRAY
PRESIDENT

L. P. WILLIAMS
BUSINESS MGR.

April 21, 1964

Mr. Howard Brighton
541 Cheasepeake
Norman, Oklahoma

Dear Mr. Brighton:

We wish to take this means of expressing our appreciation for your appearance before our Executive Board Meeting last Friday, April 16, 1964, and the explanation you made of your study of "Apprenticeship Selection Practices of the Building and Construction Trades Unions in Oklahoma."

I have had an opportunity to study the report you submitted for my review, and I find it very enlightening and the work you are doing in this field will certainly serve a useful purpose to us in analyzing our Apprenticeship Programs now in effect and programs that we hope we can encourage other local unions to adopt.

We will make every effort from this office to encourage all of our affiliated unions to complete the questionnaire you are submitting for the purpose of completing your study in the field of Apprenticeship Training.

If there is any additional information we can render, please feel free to call upon us.

With kind personal regards and warm good wishes, I am

Yours very truly,

L. P. Williams
Business Manager

LPW:bg
oeiu#381 afl-cio

APPENDIX H

Apprenticeship Agreement

APPRENTICESHIP AGREEMENT

Between Apprentice and Joint Apprenticeship Committee

THIS AGREEMENT, entered into this _____ day of _____, 19

between the parties to _____
(Name of local apprenticeship standards)

represented by the Joint Apprenticeship Committee, hereinafter referred to as the COMMITTEE, and

_____, born _____, hereinafter
(Name of apprentice) (Month) (Day) (Year)

referred to as the APPRENTICE, and (if a minor) _____, hereinafter
(Name of parent or guardian)
referred to as his GUARDIAN.

WITNESSETH THAT:

The Committee agrees to be responsible for the placement and training of said apprentice in the trade of _____ as work is available, and in consideration said apprentice agrees diligently and faithfully to perform the work incidental to the said trade during the period of apprenticeship, in accordance with the regulations of the Committee. The Apprenticeship Standards referred to herein are hereby incorporated in and made a part of this agreement.

Credit for previous experience at trade, if any _____ { Hours. / Years.

Apprenticeship remaining _____ { Hours. / Years.

Other conditions _____

In witness whereof the parties hereunto set their hands and seals:

_____ [SEAL]
(Apprentice)

_____ [SEAL]
(Representative of Joint Apprenticeship Committee)

_____
(Address)

_____
(Title)

_____ [SEAL]
(Parent or guardian)

_____ [SEAL]
(Representative of Joint Apprenticeship Committee)

_____
(Title)

Registered by the _____
(Name of registration agency)

By _____ Title _____ Date _____, 19

Available through Bureau of Apprenticeship, U. S. Department of Labor, Washington, D. C.

16—46818-6

The undersigned agrees to provide employment and training in accordance with standards named herein.

(Employer)

(Address)

(Employer)

(Address)

(Employer)

(Address)

(Employer)

(Address)

U. S. GOVERNMENT PRINTING OFFICE 19—46512-8

APPENDIX I

Sample Apprenticeship Application

APPLICATION FOR APPRENTICESHIP

Application For: Plumber_____ Fitter_____

Name_____Telephone No._____

Address:_____ _____ _____
City State

Date of Birth_____Social Security No._____

If a minor -- Name and Address of Parent or Guardian:_____

_____

Veteran?_____Yes_____No Nature of Discharge_____

Have you any physical disabilities? No____ Yes____ Explain_____

_____

Have you ever been arrested for or convicted of a felony? Yes__No_____

Name of Present Employer_____Date present employment started:_____

Address:_____ _____ _____
Street City State

Name of next previous employer_____

Address:_____ _____ _____
Street City State

Have you had previous work experience in the Trade?_____Where_____

How many months_____

Education: High School_____Years_____College_____

Address where transcript of high school grades may be obtained_____

_____

Other Education:_____

Aptitude test results (for Committee use).

If my application is accepted and I am indentured, I agree to comply with the terms and conditions of the Apprenticeship Standards and all rules and regulations established by the Joint Apprenticeship Committee.

_____
Signature of Applicant

Received on _____ day of _____196__ Accepted on ___day of ____

_____196___.

Amount of Credit for Previous Experience

JOINT APPRENTICESHIP COMMITTEE

Signature of Secretary

oeiu#381 afl-cio

APPENDIX J

General Qualifications For

Evaluating Apprentice Applicants

GENERAL QUALIFICATIONS FOR EVALUATING APPRENTICE APPLICANTS

Name of Applicant_____ Date Interviewed_____

Please indicate in the proper space your judgment of the applicant with reference to the trait below. I - low; II - average; III - high.

	I	II	III
Hobbies: What are his hobbies? (Does any hobby indicate he is mechanically inclined? What type of hand tools has he used?			
Work Experiences: What were his past job experiences and responsibilities? Why did he leave former employer? Could he furnish the JATC a letter of recommendation?			
Physical Capacities: Did he participate in gym or school athletics? Was there any hard physical work in his work experiences? Does he have any physical defects? Is he afraid of height or working underground?			
Ambition: What are his motives in seeking apprenticeship? (Does he really desire to learn the trade or is there some other reason)			
Economic Fator: His last wage income____? Number of dependents____? Is he in debt and how much ____? Does he save for a rainy day____? Will any outside commitments interfere with school or home study ____?			
Educational Background: Highschool: (Filled in by Director) Algebra: units____ Avge. Grade____ Trig.: units____ " " ____ Above " " ____ Other Math. Units____ Avge. Grade____ Physics " ____ " " ____ English " ____ " " ____ Schooling Beyond High School Level. ____Yes____No			
Dependibility: What is his personal definition of the word? Will he accept responsibility? Will he attend school?			
Interest & Alertness: Does he grasp a point quickly? Is his mind on the subject? Are his statements logical? (Can he analyze a simple catch question?)			
Impression & Speech: What kind of an impression does he make____. Is he energetic____or listless____ Does he speak distinctly and clearly ____?			
Personality: Will he represent the Industry to advantage in the community? Do you think he will be well liked and accepted by those he must work with?			
REMARKS:			

(10/62) Score


65
091