VOCATIONAL AND TECHNICAL EDUCATION

1. General Background Information


Discusses the history of the federal legislation which supported vocational-technical education and the alternative proposals for reform of this legislation which were considered by Congress prior to passage of the Vocational Education Act of 1963.


A survey study by a team of education experts. The report contains some interesting data on placement rates for vocational school graduates (pp. 89-97), as well as a wealth of information on various aspects of vocational education in the United States. It was a contributing factor to the passage of the Vocational Education Act of 1963.


A good discussion of the development of vocational-technical educational programs in America, together with a description of the kinds of programs now in operation. The author also considers the challenges facing vocational-technical education and the possibilities for the future.

2. Some Theoretical Considerations

Correa, Hector. "Optimum choice between general and vocational education." Kyklos (Kyklos-Verlag, Postfach 785, Basel 2, Switzerland), Vol. XVIII, 1965, Fasc. 1, pp. 107-115 and also the comment on this article by Arthur J. Corazzini and Ernest Bartell, "Problems

* Prepared by Arthur J. Corazzini, Assistant in Research.
** Items from this list should be ordered directly from the publisher. Addresses are given in connection with each reference.

Dr. Correa presents a linear programming model which is designed to help educators choose between investing in general and vocational education. The model establishes conditions under which the total return to the educational investment is maximized. The comment on this article points out some shortcomings of the model and raises objections to the use of the programming approach in education decision-making.


Discusses the issue of vocational education in an economy-wide, theoretical framework. Dr. Rivlin raises three basic questions without attempting to provide complete answers. These are: how much training should the labor force have? where should that training for work occur? and who should pay the cost?

### 3. Educational Planning Aspects of Vocational-Technical Education


Dr. Eckaus is critical of the rate-of-return approach in measuring the value of educational investment. He suggests that attempts be made to estimate educational requirements for the work force and that the results of these estimates form the basis for educational investments. He arrives at these educational requirements by employing information found in the United States Employment Service’s *Estimates of Worker Qualification Requirements for 4,000 Jobs* (Government Printing Office, 1956). The result is a proposal for national educational planning.


This is a report on a pilot study designed to test the feasibility of collecting job vacancy data within a broad framework of labor turnover. The aim was to use this framework in an attempt to collect *ex ante* as well as *ex post* data on manpower requirements. The authors find that collection of such data on a monthly basis appears to be feasible and that their labor turnover framework is most useful in *ex post* analysis.

A large group of educators, economists, and government personnel discuss the problems of collecting useful occupational data for educational planning. Part of the group argues that more work must go into developing better area skill and training need surveys, as well as into long-range projections of occupational demand. Another part of the group questions whether increased efforts along these lines will lead to useful information for educational planning. This is a very helpful and informative discussion of the entire problem by a very distinguished group of experts.

4. Empirical Evaluations of Vocational-Technical Education Programs


A follow-up study of high school graduates in nine cities in Pennsylvania, New Jersey, Ohio, and Maryland. A sample of five thousand graduates was selected and divided into two categories: those who attended vocational high schools and those who were graduates from either the academic or general curriculum. The purpose of the study was to discover the effectiveness of alternative kinds of high school education by an economic evaluation of the work history of the graduates.


This study involved comparing the work records of graduates from two vocational schools, one 100 percent Negro, the other 98 percent white. Graduates were matched according to level of schooling, age, geographic area, and time of entry into the labor market, and earnings for the matched groups were then compared. The findings were directed at discovering differences in employment opportunities between white and Negro youth.


A collection of training program evaluation studies, all of which were sponsored by the Ford Foundation and carried out by economists at
the University of Wisconsin. The studies try to answer two basic questions: do trainees find jobs and increase their earnings? how much of the post-training success can be attributed to the training? Attempts are made to relate the cost of training to the returns to the individual and to society.


A study of the operation of vocational and technical schools in New York City through a descriptive account of each trade program offered. There are many interesting insights into the problems of placing vocational and technical school graduates on jobs.


Proceedings of a meeting of twenty-three sociologists, psychologists, economists, and public school educators. All were engaged in attempts at evaluation of vocational and regular high school programs through the use of follow-up data. The proceedings throw light on many of the methodological problems facing this type of research.

5. **Follow-up Studies of General Interest**


The most recent of a series of three. The studies of 1960 and 1961 graduates are available in state education libraries.