May 27, 1975

To the Graduate Council:

I am submitting herewith a thesis written by Clinton Elmore Neal entitled "A Study of Needs for A Proposed Comprehensive High School in Morgan County." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Industrial Education.

Gerald K. LaBorde, Major Professor

We have read this thesis
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

2

# A STUDY OF NEEDS FOR A PROPOSED COMPREHENSIVE HIGH SCHOOL IN MORGAN COUNTY

A Thesis

Presented for the

Master of Science

Degree

The University of Tennessee

Clinton Elmore Neal

June 1975

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## ABSTRACT

The purposes of this study were to (1) attempt to determine the students interest in vocational education, (2) attempt to ascertain the employment needs of business and industry, (3) attempt to determine the position of the schools' role toward student needs, and (4) attempt to determine the position of the students parents toward their childs education and preparation for work.

Four questionnaires were developed and piloted for use in collecting data for this study. Responses were obtained during the first nine weeks of the 1974-1975 school year.

Findings of the study reveal that (1) students showed little differences with the exception that the higher the grade level the less interest in Vocational Education, (2) the majority of parents and students look forward to immediate employment (3) military service is not an alternative for work, (4) educators, parents, and students see a need for additional vocational education courses, and (5) the majority of all respondents agree that the need for additional vocational education if fulfilled will benefit the entire community.

This investigation further revealed that some plans should be introduced to include the whole of the community in planning for Vocational Education.

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# CHAPTER I

## INTRODUCTION

In a recent meeting conducted in Morgan County, Tennessee, various community leaders expressed a concern for the need of Vocational Education in the County. Charlie Janch and John Galloway (meeting August, 1974) expressed a concern that careful planning be undertaken to establish the programs to be offered in the County (Janch, 1974 and Galloway, 1974).

## I. STATEMENT OF THE PROBLEM

### The Problem

No study has been found that concentrates on the specific needs of Morgan County, Tennessee schools for a comprehensive school or an improvement of occupational course offerings in existing facilities.

McCarthy (1952) said:

> . . . occupational trends and changes in an area need to be investigated and the facts about these occupational situations should constitute a long-range study of need and considerations of the school program.

A new comprehensive high school is planned for Morgan County, but at this time there is no information available to support its programs in the County.

## II. PURPOSE OF STUDY

The purpose of this study was to make a detailed study of Morgan County Schools (1) to determine the program needs for additional vocational education or a comprehensive high school to be erected in Morgan County; (2) to survey students to determine the student interest in vocational education; (3) to survey businesses and industries in Morgan County for the purpose of ascertaining their employment needs; (4) to survey school administrators and teachers in Morgan County to attempt to determine their position towards the school's fulfillment of student needs; and (5) to survey the parents of Morgan County students to attempt to determine their position about their child's education and preparation for work.

## III. IMPORTANCE OF THE STUDY

Morgan County has for many years recognized the need for additional vocational training for its students. This was born out by an interview with Mr. John W. Galloway, the Superintendent of Morgan County Schools (Galloway, 1974). This same interview provided the necessary encouragement to discuss the need with leaders in other sectors of the Morgan County civic and business communities.

Charlie Janch of the East Tennessee Development Agency stated, "A very critical need for secondary training of students to prepare them for some skilled or semi-skilled trades exists" (Janch, 1974). Mr. Janch used, as the basis of his statement, the socio-economic position of the County. It is semi-depressed and current availability

of training in several selected areas is almost void. In fact, one can see the nature of industry being attracted to Morgan County as predominantly that type requiring only unskilled labor as indicated by an interview with a representative of a major employer in Wartburg, the County Seat.

Clayton Walls, production manager of Red Capp Industries (Walls, 1974), (a textile factory sattelited from a major Nashville based textile firm), pointed out that there was some need for individuals with previous mechanical training. He said that most maintenance was contracted out to businesses in other counties, however. It was also revealed during an interview with Mr. Walls that workers were 90 percent female. This is a familiar trend toward dependency on women for primary earnings in unskilled positions and contracting for work out of the County.

An interview with two supervisors in the Morgan County School System, Mildred Dillon, Title I and Verdie Lee Wilson, Curriculum Supervisor (Dillon and Wilson, 1974), indicated that the employment trends as described and represented by Red Capp Industries may have led to the loss of employable people to other parts of the state and nation. The cause and effect relationship indicates the cause initially being poor labor supply and the effect being reluctance on the part of industry to locate in Morgan County.

## IV. PROCEDURES AND SOURCES OF DATA

Questionnaires and personal interviews were the techniques used for obtaining data. The interviews were limited to collection of

historical data and substantiation of rationale for this study.

Target groups were students, educators (teachers and administrators), business and industrial leaders, and parents, all of Morgan County, Tennessee:

(a) The student population consisted of all tenth, eleventh, and twelfth grades of the four Morgan County High Schools.

(b) School Administrators and Teachers of all high schools in Morgan County were polled.

(c) A systematic sampling of selected parents of Morgan County high school students.

(d) Business and industrial groups were administered questionnaires by occupational grouping.

## V. LIMITATIONS

The rural nature of Morgan County has been one of the limiting factors in obtaining initial information concerning both business and industry. Also, there is no central repository of information concerning business establishments and pertinent data concerning their enterprise. Other limitations are not considered within the scope of this study.

## VI. ASSUMPTIONS

The interview techniques were considered to be adequate for substantiating the rationale and developing the problem statement. It was assumed that all responses to the questionnaires and the interviews were true reflections of the respondents' feelings. The

questionnaire was used exclusively for gathering data.

## VI. DEFINITION OF TERMS

Before attempting to develop any principle, it is necessary to clarify the meaning of the terms contained in that principle. Appropriate to interpretations of the study are the following definitions of important terms used throughout the discussion, taken from the "Definitions of Terms in Vocational and Technical Terminology," prepared by the American Vocational Association in March, 1971 (Vocational and Technical Terminology, 1971).

Career Development. A lifelong process which involves a series of experiences, decisions, and interactions, and which, concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

Comprehensive High School. A secondary school with a curriculum designed to offer a diversified program to meet the needs of pupils with varying interests and abilities.

Curriculum. The series of courses designed to cover the instruction in a designated field. It may refer also to the whole body of courses offered in an educational institution.

Home Economics. The term used to designate the professional field; includes the education and training necessary for professional positions in subject-matter areas of home economics, such as: home economics education; foods and nutrition; clothing and design; public health; research; etc.

Skilled Operator. A person who is qualified by training and/or experience to control, drive or manipulate a machine, vehicle, unit of production equipment the operation of which requires skill and judgement beyond that of a laborer or beginning apprentice.

Vocational Education. Vocational or technical training or retraining which is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction incident thereto) under public supervisions and control or under contract with a state board or local educational agency. It is conducted as part of a program designed to

prepare individuals for gainful employment as semiskilled or skilled workers or technicians or subprofessionals in recognized occupations and in new emerging occupations, or to prepare individuals for enrollment in advanced technical education programs, but excluding any program to prepare individuals for employment in occupations generally considered professional or which require a baccalaureate or higher degree.

# CHAPTER II

## RELATED STUDIES

### I. HISTORICAL BACKGROUND

Of the several related studies reviewed, Reynolds (1965) in "A Study of Campbell County to Determine the Needs of Vocational Training in the Proposed Comprehensive High School," concluded that "vocational education was needed in every instance" (including states of Florida, California, Tennessee, etc.). He alluded to the need for expansion.

Morgan County is a small, low populated (about 14,000), rural county and according to a study by the Research Coordinating Unit (1973) selected data pamphlet, 1974 has a below average personal and corporation income. Founded in 1817, the County Seat is located at Warburg, the County has only one incorporated town, Oakdale. Much of the land is mountainous and is unproductive due to physical terrain and state ownership of a large part of the County.

A history of the schools of Morgan County would make mention of school district divisions as early as 1836. Most of the settlers were considered "well educated." Doctors, lawyers, and skilled workers were available to aid in the growth of the County. In 1837 an act establishing public schools enhanced the education of Morgan Countians to an even greater extent.

Following the history of Morgan County through the Civil War years a trend can be found to de-emphasize education. It was not until

1875 that a school, named Walden's Academy, was established. This was followed in 1891 by the establishment of Mt. Vernon Academy, but neither of these academies were established and operated with the goal of vocational training in mind.

In 1874, the first school superintendent was elected by the County Court in Morgan County. School attendance was low and continued to be until the County Court passed a local Compulsory Education Act in 1893. This act improved attendance somewhat but parents appeared to be negligent in requiring their children to attend schools.

No mention is made of vocational education until 1911 an entry in A History of Morgan County proudly boasts, "We are planning to use part of the land for experimental work in agriculture." In the high school course of study published for schools years 1919 to 1929, students were advised that "Manual Training, Home Economics, and Agriculture will be allowed the maximum credit only when the entire course pursued is vocational" (Freytag and Ott, 1971). E. C. Armstrong introduced Building Trades in 1936 (Dillon, 1974). This program was in affect until 1940, when the building burned. Building Trades did not return to the curriculum until 1973.

Historians Freytag and Ott (1971) note that "Morgan County has not been considered as a county that had much industry. . . ." This can only be a vast understatement when comparing the economic history of Morgan County with many of its neighboring counties. A few stores, a short-lived electronics firm, strip mining, and some timber have been the basis of the county's industry. Today, textiles and agriculture can be added to an already depressed economy. Without skilled labor,

the forecast for economic growth cannot be more favorable than past history or present experience indicates (Freytag and Ott, 1974).

Vocational Agriculture has been taught in Morgan County at Sunbright and Wartburg since the state introduced Vocational-Technical Education in concurrence with the Smith-Hughes Act of 1917. In the 1950's, evening classes were established for anyone who was desirous of the industrial training. Courses subsequently established, with dates were: Electronics, 1960; Machine Shop, 1963; Vocational Office Education, 1964; and Auto Mechanics, 1971. Health Occupations is planned as a course of study for Morgan County students in 1974 but they are to go outside of the county for their training (Wilson, 1974).

## CHAPTER III

## REVIEW OF LITERATURE

One previous study of Morgan County Schools was made in June, 1941 by Ross Harban Wilson (Wilson, 1941), designed to "determine the adequacy in which the Morgan County Schools meet the desirable needs of the youth attending school." Wilson's findings and recommendations in this study were:

> The present organization required improvement especially in broadening the program. The program of studies should be enriched to provide "more work in such subjects as vocational agriculture, industrial arts and crafts, commercial work, and music."

Wilson's recommendations included:

> . . . fulfillment of the needs for improving the program and providing a broader program of industrial arts, crafts, agriculture, music and commercial work.

A study by James Elliot Reynolds (1965) prepared on Campbell County narrowed the scope of literature to that of Vocational Training. Campbell County, a county similar to Morgan County in topography, population, and rural background revealed some more interesting similarities in educations programs. Reynolds reports in this study,

> "A complete program of vocational education for a comprehensive high school should meet the needs of the changing conditions" of the County. The present vocational program was not considered adequate to meet the needs of students. Administration of vocational education should be improved and specific courses and areas of instruction in the vocational field should be broadened, initiated or improved.

Bobby Gene Derryberry (1962) found a problem common to both Morgan and Campbell Counties. In his study on a Community Occupational

Survey for Marshall County High School, he stated "the greatest problem facing our educational system today is the provision of enough classrooms and training courses for our youth." During a fourteen-year period, Derryberry reports, "only twenty-eight per cent of the students have had an opportunity to receive occupational training."

In reviewing a summary of resources for the Emory River Valley (Tennessee Valley Authority, 1968), of which Morgan County is a part, human resource development is below the state average, in terms of vocational preparation. In considering vocational training, it was found that:

> A wide range of courses cannot be offered because "the problem is that each school cannot offer a wide range of (vocational) courses within the financial limitations under which it operates." School population is too low in many instances to offer more than one course.

A review of the Overall Economic Development Program for Morgan County, Tennessee (1962), indicates the following:

> Sufficient data is presented in this study to convince even the average layman that a vocational school in the County is a must. Mention is made of adult needs for training of even parents with children presently in school. Many need training and would take advantage of such training if it were offered. The Sunbright Shirt Factory could employ additional employees if they had people who had some training. A vocational school would not only help this young industry but would attract other industries in the county.

From "Selected Data on Morgan County" (1973), the data concerning employment in Morgan County shows the grim statistical facts, with total unemployment at 7.3 percent and youth unemployment rate at 20.5 percent. The three-year average dropout rate for Morgan County students was 46 percent. Each of these are indicators of poor interest and employment preparation for Morgan County students.

# CHAPTER IV

# RESEARCH METHODS

## I. INTRODUCTION

In consulting with members of The University of Tennessee Department of Vocational Education, it was determined that the County in which this study was conducted had not recently been studied insofar as the needs for Vocational Education and a comprehensive high school are concerned.

Dr. Gerald LaBorde agreed on the replication of a study previously conducted in Campbell County. The questionnaires used in this study were formulated on the basis of observations stated from supposed needs of Morgan County and as supported by the pilot questionnaire as defined in the pilot study.

## II. PILOT STUDY

The study was designed around questionnaires to be administered to a sample of teachers, administrators, business and industrial leaders, students, and parents as individual target groups. A preliminary test of the questionnaire dealing with business and industry's opinion regarding vocational education was administered in Roane County at the suggestion of Dr. Jackie Jackson (1974) of the Roane County System. This formed a synthesis of thought relative to Dr. Roger Haskell's statement that any preliminary test is conducive to improvement in questionnaire techniques.

## III. SELECTION OF SUBJECTS

The intent of this study was considered best served by a broad based questioning of the several groups of subjects. The groups selected represent interest in vocational education from several standpoints.

## IV. METHOD OF COLLECTING DATA

The questionnaire administered to business and industry was a twenty-one item instrument dealing with items deemed to be of concern to the business sector in Morgan County. The occupational groups numbered forty types of establishments. The sample was drawn from Selected Data for Educational Planners (Green, 1973). The ten largest occupational groups provided forty actual business establishments. The target of population was forty types of business establishments and the sample was the ten largest types of business establishments equal to thirty-three establishments (Murdoch, 1973). The responses were thirty-three or a response rate of near 100 percent. The questionnaire administered to parents was a fifteen-item instrument dealing with items of concern to parents. Space was provided for additional comments pertinent to vocational education. For parents, a systematic sampling was used to get a maximum return from parents of students distributed equally across Morgan County. This was accomplished by a random sampling of parents of tenth graders from Central High School in Wartburg, eleventh graders' parents were selected from Coalfield High School, and seniors and graduating juniors were selected from Sunbright

and Oakdale High School. This gave a sample of 131, 50, and 52, respectively. The target 735 parents and the sample was 233. Teachers and administrators: Central Office administrators and secondary teachers were administered a twenty-two item questionnaire dealing with questions of concern to educators. There were twelve administrators assigned with a total target population of 59. Sample population was 59. Students who were administered the questionnaire were from grades ten, eleven, and twelve, totaling 735 as a target population and 464 was the sample. The instrument dealt with fourteen items of concern to students. Space was provided for additional comments regarding students and vocational education.

## V. TREATMENT OF THE DATA

The responses from the interview and questionnaires were tabulated by group; e.g., parent, student. The responses from the different groups were reported from the numbers sampled. The results of the survey are presented in Chapter V. A questionnaire was designed to gather data representing administrators, teachers, parents, students, and business and industry concerning the need for vocational offerings in Morgan County. The questionnaire was piloted in Roane County to remove ambiquity. The responses of the various groups was tabulated.

# CHAPTER V

## RESULTS

This chapter contains the results of the study involving students, parents, school administrators and teachers, and business and industrial groups. The objectives of the survey were to:

1. Attempt to determine the student's interest in vocational education.
2. Attempt to determine the parent's position about their children's education and preparation for work.
3. Attempt to determine teachers' and administrators' positions toward the school's fulfillment of the student's need.
4. Attempt to ascertain the employment needs of business and industry.

The results of the questionnaire administered to each group are outlined in the following sections.

## I. STUDENTS

A fourteen-item questionnaire was designed for use in collecting data on student interest. The subjects expressed their interest and plans regarding questions by selecting one of four possible responses on a continuum from "Strongly Agree" to "Strongly Disagree."

The first four items deal with data concerning age, sex, etc. Items five through ten deal with plans for future and include (a) college, (b) immediate employment, (c) public vocational training,

(d) private vocational school, (e) military service, and (f) on-the-job training. Items eleven and twelve were concerned with curriculum offerings in Morgan County Schools. Item thirteen dealt with the students assumption about finding work in the county. Item fourteen attempted to obtain opinion concerning the need for additional courses in the county. (See Appendix A for student questionnaire.)

Data concerning this questionnaire are summarized in Appendix A, Table 11, which provides a summary of all grades, male and female, and responses to the student questionnaire.

There was very little difference by grade level and sex in the students response to their plans for college after graduation. Almost two-thirds of the boys (65.5 percent) had no plans for college and slightly more than one-half of the girls (54 percent) did not see college as a goal after graduation. However, in response to the alternative to employment immediately after graduation there appears to be a small difference in the total responses of boys and girls (Table 1). Fewer boys see work as a goal after graduation (60 percent) than girls (67.8 percent).

Students seeking Vocational Training after school indicates little difference by grade or sex in planning to attend private tuition schools. The responding students did not see private schools as a means of obtaining skill training after graduation.

Military and Civil Service are not seen as the ultimate goal for the majority of the males in each of the grades. For example, 49 of 69 male (71 percent) of twelfth graders disagree with this goal after school. Females, however, show more interest in the occupational goals

TABLE 1

Responses of Students to Future Plans After Graduation By Sex and All Grades

| | Boys (N = 203) | | | | Girls (N = 261) | | | |
|---|---|---|---|---|---|---|---|---|
| | YES | % | NO | % | YES | % | NO | % |
| Plans to go to College | 70 | 34 | 133 | 56 | 120 | 46 | 141 | 54 |
| Plans to work immediately after school | 122 | 60 | 81 | 40 | 177 | 68 | 84 | 32 |

with 45 of 87 (51.7 percent); twelfth graders see this as a possible means of employment.

There is some disagreement in the student's perception of Morgan County satisfying the role of fulfilling the needs of students for future employment in Morgan County through adequate course preparation. A slight majority of both sexes in all grades (54.7 percent) male and (55.5 percent) female disagree with the statement that course preparation needs are fulfilled. The item dealing with the student's perception of preparation for employment appears to be in line with student's pessimism about employment in Morgan County.

The student is undecided as to the value of course offering as preparation for future job planning. The responses to the question, "does courses offered in Morgan County satisfy my need for future job planning?" indicate little difference in agreement, with only tenth and eleventh grade girls and all boys are split evenly on the value of preparation. This is shown, along with the ability to find work in Morgan County, in Table 2.

TABLE 2

Responses of Students Regarding Preparation for Job Planning and Ability to Find Work

| | Boys (N = 203) | | | | Girls (N = 261) | | | |
|---|---|---|---|---|---|---|---|---|
| | YES | % | NO | % | YES | % | NO | % |
| Course preparation for job planning | 100 | 49 | 103 | 51 | 122 | 47 | 139 | 53 |
| Will not find work in Morgan County | 116 | 57 | 87 | 43 | 169 | 65 | 92 | 35 |

Not being able to find work in Morgan County is a problem as perceived by a majority of both sexes and by all grades (61.4 percent). Most of the industry in Morgan County is involved in textile manufacturing employing mostly female workers. The girls in high school apparently do not desire to pursue this occupation. The majority of the girls responding in this study 169 of 261 (64.7 percent) expressed an opinion that work would be difficult to find in Morgan County (Table 2).

Students of Morgan County perceive a definite need for additional vocational courses as indicated by Table 3.

TABLE 3

Responses of Students on the Need for Additional Vocational Courses

| | Boys (N = 203) | | | | Girls (N = 261) | | | |
|---|---|---|---|---|---|---|---|---|
| | YES | % | NO | % | YES | % | NO | % |
| More vocational courses needed | 156 | 77 | 47 | 23 | 223 | 85 | 38 | 15 |

## II. PARENTS

In Appendix B, Table 12, data concerning parent attitudes towards occupational education are tabulated. These data were obtained from parents, using a fifteen-item questionnaire (See Appendix B) directed toward plans parents have for their high school age children. Each of the parents polled had a child enrolled in one of the high schools used in this study. Parents responded to the parent questionnaire using a scale of Strongly Agree, Agree, Disagree, and Strongly Disagree.

The first three items of the questionnaire deal with identification of respondents. Sixty percent of the parents polled were in the vicinity of, or had students attending Wartburg High School. The remaining 40 percent were almost equally divided among the three remaining high schools that were polled.

The response rate by occupational grouping was inadequate and responding parties were indeterminate in their responses, thus, parent occupation was not considered as a factor in this study.

A majority of the responding parents, 168 of 233 (72 percent), indicated their current plans were for their children to go on to college after high school. While 168 (72 percent) of the parents saw college as a goal after high school, only 132 (56.6 percent) indicated that they did not see their children entering the work force after graduation.

The military or governmental services did not appear to be a choice for their children after high school (Table 4). Goals set by parents for further education after high school do not appear to be shared by their children as indicated by students responses to similar

TABLE 4

Parent Responses Regarding Plans for Their Children's Future

| Plans for Children | Parents (N = 233) YES | % | NO | % |
|---|---|---|---|---|
| Plans to send children to college | 168 | 72 | 65 | 28 |
| Plans to have children go to work after graduation | 101 | 44 | 132 | 56 |
| Plans for tuitional institutions other than college | 112 | 48 | 121 | 52 |
| Plans for children to enter military or other governmental work | 70 | 30 | 163 | 70 |

questions regarding post high school plans. On-the-job training holds a greater appeal for parents than for their children.

Table 5 presents response results of parents' perceptions of employment possibilities in general, as provided by Morgan County school's course offering, and by availability of work for their children in the county relative to their children's preparation for work. These findings indicate two essential premises held by parents. First, one-half of the parents, 117 (50.2 percent), feel the course offerings are adequate for training their children for future employment in general areas of work but not necessarily for the work available in Morgan County, 152 (65.2 percent). However, the availability of work in Morgan County is such that the parents feel that their children will find little opportunity for employment in Morgan County regardless of the quality or quantity of courses offered, 78 of 233 (33.4 percent).

TABLE 5

Responses by Parents Agreement That Course Preparation for Future Job Planning for Their Children and Their Ability to Find Work in Morgan County is Adequate

| Course Offerings and Work | Parents (N = 233) YES | % | NO | % |
|---|---|---|---|---|
| Present courses offered prepare children for work in Morgan County | 81 | 34.5 | 152 | 65.5 |
| Present courses offered prepare children for future job planning | 117 | 50.2 | 116 | 49.8 |
| Children will be able to find work in Morgan County | 78 | 33.4 | 155 | 66.6 |

A vast majority of parents, 199 of 233 (85.4 percent) see a need for more vocational courses in both variety and number. These responses may be indicative of parent's desire for courses that are relevant for employment in Morgan County (Table 6).

Parents hold out hope for college training for their children but half expect their children to seek immediate employment after high school. A majority see a need for improved vocational education, and see little hope for jobs for their children in Morgan County after graduation from high school in most cases.

## III. TEACHERS AND ADMINISTRATORS

The instrument used to measure the opinions of Morgan County teachers and administrators was a questionnaire (Appendix C) concerning comprehensive course offerings in the public schools. Teachers and

TABLE 6

Responses by Parents Concerning the Need for a Greater Variety as Well as More Vocational Courses Offered

| Vocational Course Needs | Parents (N = 233) YES | % | NO | % |
|---|---|---|---|---|
| Need more vocational courses | 199 | 85.4 | 34 | 14.6 |
| Need greater variety of additional courses | 214 | 91.8 | 19 | 8.2 |

administrators were identified in item one by position, in item two by certification area, in item three by experience and in item four by education level.

Items five, (a) through five (q) deal with opinions held by teachers and administrators regarding comprehensive education. Items (a), (b), (c), and (d) are items concerning these educators' opinions about preparation of students for post-secondary education in the public schools as an attraction for new industry. Item (f), (g), (h), and (i) deal with the school's role in developing student skills. Items (m) through (q) address questions pertaining to occupational versus academic education.

The results of this questionnaire provide information concerning the opinions expressed by educators are tabulated in Appendix C, Table 13.

There appears to be little differences in opinions regarding the school preparation for college or work; however, very few respondents selected the categories of strongly agree or strongly disagree. This

would appear to indicate some hesitation on the part of the school personnel in voicing a strong opinion in either direction. Teachers and administrators do not appear to feel strongly that schools are or are not doing an adequate job in preparing individuals for future work or future career planning.

Table 7 indicates strong support by educators for occupational training in high schools (55 of 59, 93.2 percent). There was also a strong feeling that these programs can attract new industry to Morgan County (49 of 59, 83 percent).

TABLE 7

Responses by Teachers and Administrators Regarding the Need of Vocational Education in School and That Good Vocational Education Attracts Industry

| Occupational Programs | Teachers and Administrators (N = 59) YES | % | NO | % |
|---|---|---|---|---|
| Need occupational programs before leaving high school | 55 | 93.2 | 4 | 6.8 |
| Good occupational programs attract industry | 49 | 83 | 10 | 17 |

Several related items were included in the educator's questionnaire. These were designed to measure the educators' attitudes about occupational training and the role of the school in carrying out this training. The respondents do not feel that occupational education students lack other scholastic skills and high school students are encouraged to enter vocational education; occupational education is not

over rated; vocational education graduates are not suited only for limited work; and the function of school is to develop both scholastic and vocational skills (Appendix B, Table 12).

Table 8 presents findings that there is agreement in the matter of community cooperation in vocational education programs, 56 of the 59 respondents (94.9 percent) support this need. The role of providing courses to fit abilities of vocational education students and providing information about these programs to parents is also needed, 54 of 59 (91.5 percent) respondents indicated a need for this activity. Other responses of educators indicate that occupational education: does not hinder further education; prepares students for future opportunities; is as important as "sound basic education"; and should be open to all, regardless of academic ability (Appendix C, Table 13.

TABLE 8

Responses of Teachers and Administrators as to the Need of Community Cooperation in Offering a Greater Variety of Occupational Skills and the Need for Parents to Know the Values of Vocational Education

| Need for Community Awareness of Vocational Education | Teachers and Administrators (N = 59) YES | % | NO | % |
|---|---|---|---|---|
| Need for community to offer wide variety of occupational skills | 56 | 94 | 3 | 6 |
| Need for parents to know value of vocational education | 54 | 93 | 5 | 7 |

Educators see a need for more occupational training but not necessarily at the expense of academic education. Educators see some limitations in providing a wide range of occupational skill courses but agree that a need exists for this training in order to attract industry. Educators see a need for more publicity to enable parents and students to make a more intelligent decision concerning occupational training.

## IV. BUSINESS AND INDUSTRY

The instrument used to sample the feelings of business and industries in Morgan County towards vocational education in the public schools of Morgan County was a questionnaire (Appendix D).

Items 1, 2, 3, and 4 are items concerning (1) type of business; (2) number employed; (3) percent of male-female employed; and (4) how long established in Morgan County. Most of the respondents represented occupational areas dealing with personal services with approximately three-fourths of their employees female.

Items 5, 6, and 7 deal with skill requirements for selected businesses and industries.

Items 8 through 13 are concerned with the training of employable personnel. Item 14 deals with potential productivity of high school graduates. Items 15, 16, and 17 sampled availability of employable personnel. Items 20 and 21 ask for responses concerning vocational training versus academic training of employable personnel.

The results of this questionnaire indicate opinions of business and industry concerning potential of high school student for work. A

summary of these opinions is contained in Appendix D, Table 14. The major results and findings are discussed below.

Business and industry responses to skill requirements show a definite need for more skilled employees. Apparently this is a declining need from semi-skilled and unskilled workers.

Table 9 presents the findings relative to business and industry interest in the training of employees. Most respondents, 23 of 33 (69.6 percent), feel that the employer does accomplish training but a vast majority, 29 of 33 (87.8 percent), see a requirement for potential employees to possess some training before being hired.

Business and industry show a definite bias toward high school graduates over non-graduates in ability to perform their work. This is another indication of training needs and is supportive of the employer's "requirement" for potential employees to have some training (Table 9).

TABLE 9

Responses of Business and Industry Stating Requirement Needs for Training Regarding Employment

| Training Requirements | Business and Industry (N = 33) YES | % | NO | % |
|---|---|---|---|---|
| Industry trains employees to some degree | 23 | 70 | 10 | 30 |
| Industry requires potential employees to have some degree of training | 29 | 88 | 4 | 12 |

The availability of employable persons is considered low by most employers in Morgan County. They indicate that they have not had success in obtaining employable persons from either inside or outside of Morgan County.

Table 10 shows almost two-thirds of the employers (22 of 33, 66.6 percent) feel that high school graduates with vocational preparation are more acceptable than students with academic preparation. This may be explained by the diverse needs of any community for administrative and clerical personnel whose training is still associated academic work; e.g., secretaries, time keepers, typists, etc. On the other hand, the business and industrial community is almost unanimous, 32 of 33 (96.9 percent), in their opinion of the beneficial nature of additional vocational education inside of the county.

Business and industry see a need for both academic and vocational preparation, but they have a strong preference for some occupational skill training for potential employees. They indicate that a definite shortage of skilled labor exist in the county.

TABLE 10

Responses of Business and Industry Toward Use of Vocational Education Students Versus Academic Students and the Benefit Industry Would Receive with Additional Education

| Utilization of Vocational Education by Business and Industry | Business and Industry (N = 33) YES | % | NO | % |
|---|---|---|---|---|
| Industry could utilize vocational education trained students better than academic students | 22 | 66.6 | 11 | 33.4 |
| Industry would benefit from more vocational education programs | 32 | 99 | 1 | 1 |

# CHAPTER VI

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### I. SUMMARY

The purposes of this study were to (1) determine if a need existed for a comprehensive high school to be built in Morgan County; (2) determine student interest in vocational education; (3) determine employment needs of businesses and industry in Morgan County; (4) determine teachers and administrators' positions toward fulfillment of student needs; and (5) determine parents' positions about their child's education and preparation for work.

Related studies of a similar nature have shown that only about one-fifth of all high school grads obtain a college degree (Reynolds, 1965). The remainder of high school graduates must find other routes to vocations. Morgan County has a history of inadequate vocational training programs. The rural nature of the county is such that little incentive has existed for high school graduates to train in vocational areas with the exception of agriculture, and thus the thrust in education has been toward academic curricula.

The primary findings were that all respondents felt a need existed for greater emphasis on vocational education in Morgan County within the public high schools. The means of accomplishing this varied among the respondents. This study then, is designed to determine the need of high school graduates who will not enter college.

This study was conducted in Morgan County at each of the four high schools, in the community where high school age parents were contacted; through the central administration office of Morgan County Schools; and in the Morgan County business and industry community. Four different questionnaires varying from 14 to 22 items were used in collecting data for this study. Responses were obtained in the Fall (September through October), of 1974.

## II. CONCLUSIONS

The findings, as reported in Chapter V, are summarized here in terms of general conclusions. A study of responses of Morgan County educators, parents, students, and the business and industrial sector, are considered supportive of these conclusions.

(1) Student responses by grade level and sex showed little differences for the purposes of this study with one exception; a decrease, by grade, in vocational education interest.

(2) A majority of students do not indicate, the intention to attend college after graduation from high school but parents retain this "sheepskin psychosis."

(3) Both students and their parents agree with plans for immediate employment for the student upon graduating from high school.

(4) Military service is not considered in plans of students or parents as an alternative occupational source.

(5) Educators, parents, and students agree on the need for additional occupational training.

(6) Course offering is considered weak by students but educators see academic course offering as adequate and occupational training as inadequate.

(7) Educators see a need to inform parents of benefits of occupational education.

(8) Parents and students are extremely pessimistic about job opportunities and educators feel that increased occupational education will attract more industry and subsequently create more jobs in Morgan County.

(9) Educators see an increased role for vocational education but their attitude toward basic vocational education is undiminished in importance.

(10) Business and industry still perceive high school education, regardless of emphasis on vocation or academic, as a general prerequisite to employment. But business and industry, prefer specific occupational skill development over general education. Educator's have some misgivings about the ability of the schools to provide the wide range of occupational skills required by specific industries, however.

## III. RECOMMENDATIONS

The following recommendations are made based on conclusions reached from this study and present planning in effect for expanded vocational facilities in Morgan County.

An appropriation for vocational education facilities in excess of one million dollars is considered concurrently with a general recommendation for expanded facilities in Morgan County. Funds have been

allocated by the state in this amount for Morgan County. As a result of this grant the following are the findings of this study.

(1) Morgan County officials should consider intermediate action to expand occupational educational course offerings.

(2) Students and parents, business and industry should be given an opportunity to participate in plans for specific vocational course offerings.

(3) Educators should provide career information for all levels of grades.

(4) Contingency plans for increased vocational education in the existing facilities should be considered on the basis of item three and with the probabilities of future delays in facility construction.

(5) A double track system currently being utilized on a half and half basis should be evaluated to assist planners in instituting the vocational needs.

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# APPENDICES

APPENDIX A

STUDENT QUESTIONNAIRE

NAME _____(if desired)

1. Sex: Male Female (Circle One)

2. Age: 14 15 16 17 18 19 Age if older _____

3. School: Wartburg Sunbright Coalfield Oakdale

4. Grade: 10 11 12 Graduating Juniors (Circle One)

For the following questions:

DIRECTIONS: YOU ARE TO CIRCLE THE RESPONSE WHICH CORRESPONDS MOST CLOSELY TO YOUR FEELING ABOUT EACH ITEM ON THIS PAGE.

| | | | | | |
|---|---|---|---|---|---|
| | Example | SA | A | D | SD |

Definitions: SA--Strongly Agree D--Disagree
A--Agree SD--Strongly Disagree

| | | | | | |
|---|---|---|---|---|---|
| 5. | My plans for the future include college upon graduation. | SA | A | D | SD |
| 6. | My plans for the future include immediate employment after graduation. | SA | A | D | SD |
| 7. | I am planning on enrolling in some vocational courses while in high school. (E.G., cosmetology, auto mechanics, etc.) | SA | A | D | SD |
| 8. | I am planning to attend some private vocational school requiring that I pay for a course of study. | SA | A | D | SD |
| 9. | I am planning to work in some other way, such as military service, civil service, etc., not included above. | SA | A | D | SD |
| 10. | I am planning to learn a trade while working on the job in some business or industry. | SA | A | D | SD |
| 11. | The courses offered in this county prepare me for employment in this county. | SA | A | D | SD |

12. The courses offered in this county satisfy my needs in job planning for the future. SA A D SD

13. I feel that I will not be able to find work in the county when I leave school. SA A D SD

14. I feel that there is a need for additional vocational courses in this county. SA A D SD

In the space remaining or on the back of this page make any comment that you may desire.

TABLE 11

Tabulation of Responses by Students

| | | Totals Grade | Male SA | Male A | Male D | Male SD | Female SD | Female A | Female D | Female SD |
|---|---|---|---|---|---|---|---|---|---|---|
| 5. | Plans for college | 12 | 9 | 11 | 23 | 21 | 8 | 30 | 33 | 16 |
| | | 11 | 10 | 15 | 21 | 25 | 9 | 30 | 27 | 18 |
| | | 10 | 9 | 16 | 22 | 21 | 9 | 34 | 32 | 15 |
| 6. | Immediate employment upon graduation | 12 | 20 | 22 | 15 | 13 | 27 | 36 | 14 | 12 |
| | | 11 | 21 | 18 | 12 | 14 | 25 | 35 | 16 | 12 |
| | | 10 | 19 | 22 | 13 | 14 | 30 | 24 | 16 | 14 |
| 7. | Vocational courses while in school | 12 | 17 | 18 | 25 | 7 | 17 | 29 | 38 | 10 |
| | | 11 | 21 | 27 | 15 | 4 | 9 | 23 | 34 | 17 |
| | | 10 | 22 | 28 | 12 | 7 | 10 | 28 | 38 | 8 |
| 8. | Vocational training after school requiring pay as you go | 12 | 0 | 6 | 35 | 27 | 3 | 17 | 38 | 31 |
| | | 11 | 2 | 10 | 30 | 25 | 5 | 17 | 39 | 26 |
| | | 10 | 1 | 4 | 35 | 28 | 4 | 18 | 35 | 28 |
| 9. | Military, civil service, etc. | 12 | 9 | 11 | 26 | 23 | 21 | 24 | 28 | 14 |
| | | 11 | 9 | 10 | 25 | 20 | 18 | 20 | 29 | 11 |
| | | 10 | 11 | 12 | 29 | 18 | 21 | 23 | 33 | 19 |
| 10. | On the job training | 12 | 14 | 25 | 16 | 6 | 3 | 26 | 38 | 15 |
| | | 11 | 6 | 28 | 39 | 8 | 10 | 33 | 49 | 3 |
| | | 10 | 7 | 26 | 20 | 7 | 10 | 30 | 26 | 18 |
| 11. | Present course preparation for employment in Morgan County satisfies needs | 12 | 3 | 24 | 21 | 17 | 8 | 23 | 29 | 12 |
| | | 11 | 7 | 22 | 23 | 18 | 5 | 40 | 34 | 14 |
| | | 10 | 10 | 26 | 16 | 16 | 7 | 33 | 38 | 18 |
| 12. | Course offering prepare me for future job planning | 12 | 4 | 22 | 22 | 7 | 7 | 39 | 34 | 13 |
| | | 11 | 9 | 27 | 32 | 5 | 3 | 29 | 36 | 16 |
| | | 10 | 9 | 26 | 31 | 9 | 4 | 30 | 30 | 10 |
| 13. | Not able to find work in Morgan County | 12 | 14 | 23 | 16 | 10 | 20 | 33 | 18 | 13 |
| | | 11 | 13 | 24 | 22 | 11 | 26 | 38 | 20 | 10 |
| | | 10 | 14 | 28 | 16 | 12 | 24 | 33 | 15 | 16 |
| 14. | A need for additional vocational courses | 12 | 31 | 22 | 12 | 4 | 25 | 54 | 7 | 0 |
| | | 11 | 18 | 30 | 12 | 6 | 28 | 32 | 23 | 0 |
| | | 10 | 26 | 29 | 8 | 5 | 32 | 52 | 7 | 1 |

TABLE 11 (continued)

NOTE: 14 year, N = 32; 15 year, N = 166; 16 year, N = 164, 17 year, N = 88, 18 year, N = 11, and Total N = 464. Sex--Male, 203; Female, 261. School--Wartburg, 189; Sunbright, 89; Oakdale, 90; and Sunbright, 96. Grade 10--215; Grade 11--134; and Grade 12--110.

## APPENDIX B

## PARENTS' QUESTIONNAIRE

Name if desired _____

1. I live in the community of _____ of this county.

2. I have lived in this county for _____ years.

3. My occupation is _____.

For the following questions.
DIRECTIONS: YOU ARE TO CIRCLE THE RESPONSE WHICH CORRESPONDS MOST CLOSELY TO YOUR FEELINGS ABOUT EACH ITEM ON THIS PAGE.

| | |
|---|---|
| Example: | SA A D SD |

DEFINITIONS: SA--Strongly Agree SD--Strongly Disagree
A--Agree D--Disagree

| | |
|---|---|
| 4. It is my plans for my child to attend college. | SA A D SD |
| 5. It is my plan for my child to seek immediately employment after graduation. | SA A D SD |
| 6. My child plans to enroll in some vocational course while in school. | SA A D SD |
| 7. I plan to send my child to a business college or training school after graduation. | SA A D SD |
| 8. I plan for my child to learn some trade while working on the job. | SA A D SD |
| 9. I plan for my child to work in some way, such as military services, etc. | SA A D SD |
| 10. The courses offered in this county prepare my child for employment in this county. | SA A D SD |
| 11. The courses offered in this county satisfy my child's needs for job planning for the future. | SA A D SD |
| 12. I feel that my child will not be able to find work in the county when he leaves school. | SA A D SD |

13. I feel that my child will be able to find work in the county when he leaves school. SA A D SD

14. I feel that there is a need for additional vocational courses in these county schools. SA A D SD

15. Regardless of my intentions for my child, I feel that there is a need for a greater variety of subjects to be taught. SA A D SD

In the space remaining and/or on the back of this page make any comment that you may desire.

TABLE 12

Tabulation of Responses by Parents

| | | SA | A | D | SD |
|---|---|---|---|---|---|
| 4. | Plans for child to attend college | 52 | 116 | 58 | 7 |
| 5. | Seek immediate employment upon graduation | 31 | 70 | 117 | 15 |
| 6. | Vocational courses while in school | 47 | 112 | 71 | 3 |
| 7. | Tuition payed business or training school | 27 | 85 | 98 | 23 |
| 8. | On job training | 35 | 115 | 63 | 20 |
| 9. | Military, civil service, or other work | 12 | 58 | 116 | 47 |
| 10. | Present course preparation for work in Morgan County | 11 | 70 | 94 | 58 |
| 11. | Present course offerings for future planning | 25 | 92 | 58 | 58 |
| 12. | Unable to find work in Morgan County | 69 | 86 | 58 | 20 |
| 13. | Ability to find work in Morgan County | 20 | 59 | 88 | 66 |
| 14. | Need for additional vocational courses | 94 | 105 | 20 | 14 |
| 15. | Need for greater variety in subject offered | 107 | 107 | 12 | 7 |

NOTE: Total N = 233.

## APPENDIX C

### TEACHER AND ADMINISTRATORS' QUESTIONNAIRE

Please complete this questionnaire as candidly as possible. All responses will be compiled and used as substantiating data for a Master's thesis in Education.

Thank you for your assistance.

1. My position in this county system is Teacher Administrator.

2-A. I teach in the area of _____. e.g., science, social studies, English, etc.

2-B. If administrator, my position is: _____

3. Number of years of experience: _____

4. Education level: _____

5. In my opinion, the following statements are ones that I agree or disagree with on the basis of my own personal educational philosophy. My responses may be considered valid universally.

DIRECTIONS: Circle one of the following, SA--Strongly Agree, A--Agree, D--Disagree, SD--Strongly Disagree

a. High school students are being prepared for college. SA D A SD

b. High school students are being prepared for the world of work. SA D A SD

c. High school students should begin occupational programs before leaving high school. SA D A SD

d. High school students should begin occupational programs after leaving high school. SA D A SD

e. I believe good occupational education programs in public schools attract new industries to a community. SA D A SD

f. Most students who take occupational education in high school in my opinion lack too many other scholastic skills. SA D A SD

g. In my opinion occupational education in the high school is highly over-rated. SA D A SD

h. In my opinion a graduate of a high school occupational-education program is generally suited only for unskilled or limited work. SA D A SD

i. High schools should encourage bright students to enter an occupational-education program. SA D A SD

j. I believe that the function of a high school is to develop occupational skills in all students. SA D A SD

k. I believe that the function of a high school is to develop academic skills in all its students. SA D A SD

l. My community alone or in conjunction with other communities should provide a wide variety of occupational programs to fit the abilities of most students not going to college. SA D A SD

m. In my opinion taking occupational education hinders students from further education after high school. SA D A SD

n. Occupational education programs cannot possibly prepare high school students for a range of job opportunities potentially available to them. SA D A SD

o. I should like to see the values of occupational education made known to more parents than is now the case. SA D A SD

p. It is more important to provide many students with a sound basic education than to use the time for occupational education. SA D A SD

q. The occupational education program in high school should be intended mainly for youth of limited academic talent. SA D A SD

TABLE 13

Tabulation of Responses by Teacher and Administrators

| | | SA | A | D | SD |
|---|---|---|---|---|---|
| a. | Students being prepared for college | 3 | 30 | 22 | 4 |
| b. | Preparation for world of work | 4 | 29 | 21 | 5 |
| c. | Begin occupational programs while in school | 17 | 38 | 04 | 0 |
| d. | Begin occupational programs after leaving high school | 2 | 10 | 37 | 10 |
| e. | Occupational programs in high school attract industry | 13 | 36 | 10 | 0 |
| f. | Students who take occupational education in high school lack other scholastic skills | 6 | 18 | 29 | 6 |
| g. | Occupational education in high school is over-rated | 5 | 10 | 32 | 12 |
| h. | Graduates of vocational education in high school only suited for limited work | 1 | 16 | 32 | 10 |
| i. | High schools encourage bright students to enter vocational education | 7 | 26 | 20 | 6 |
| j. | Function of school is to develop occupational skills | 10 | 28 | 18 | 3 |
| k. | Function of school is to develop academic skills | 12 | 31 | 14 | 2 |
| l. | Communities should cooperate to offer wide variety of occupational skills to fit abilities of those not going to college | 19 | 37 | 2 | 1 |
| m. | Taking occupational education hinders further education | 0 | 13 | 35 | 11 |
| n. | High school vocational education cannot prepare students all potential opportunities | 5 | 14 | 33 | 7 |

TABLE 13 (continued)

| | SA | A | D | SD |
|---|---|---|---|---|
| o. Values of vocational education made known to parent | 15 | 39 | 5 | 0 |
| p. More important to provide sound basic education than vocational education | 3 | 19 | 32 | 5 |
| q. Vocational education should be limited for youth who are academically limited | 2 | 10 | 33 | 14 |

NOTE: Total N = 59. Teachers, 47; Administrators, 12; Area Academic, 39; Vocational 8. No. years experience range 1 to 30, average 7. Educational level range 12 years to Master 45, Average 16 years.

APPENDIX D

BUSINESS AND INDUSTRY QUESTIONNAIRE

1. My business or industry is primarily a _____ occupation. (e.g., mining, foodstore, personal service, manufacturing.)

2. In my business or industry I employ
   a. less than 10.
   b. between 11 and 50.
   c. between 51 and 100.
   d. more than 100.

3. In my business or industry I hire
   a. 25 percent male to 75 percent female
   b. 50 percent male to 50 percent female
   c. 75 percent male to 25 percent female
   d. All male
   e. All female

4. I have operated my present business in this county
   a. less than a year
   b. 1 to 5 years
   c. 5 to 10 years
   d. more than 10 years

For the following questions:
DIRECTIONS: YOU ARE TO CIRCLE THE RESPONSE WHICH CORRESPONDS MOST CLOSELY TO YOUR FEELINGS ABOUT EACH ITEM ON THIS PAGE AND THE NEXT.

EXAMPLE: SA--Strongly Agree D--Disagree
A--Agree SD--Strongly Disagree

5. My business or industry requires predominately skilled employees. (Skilled trained for potential employment.) SA A D SD

6. My business or industry requires predominately semi-skilled employees. (Semi-skilled, not trained, but trainable.) SA A D SD

7. My business or industry requires predominately unskilled employees. (No training or skill required or processed.) SA A D SD

8. My business or industry trains new employees to take their jobs totally. SA A D SD

9. My business or industry trains new employees to perform most parts of their jobs. SA A D SD

10. My business or industry gives no training in any part of employees jobs. SA A D SD

11. My business or industry requires potential employees to possess no training before employment. SA A D SD

12. My business or industry requires potential employees to possess some training before employment. SA A D SD

13. Job applicants must be fully trained in their specialty before they can be hired. SA A D SD

14. High school graduates perform their jobs better than non-graduates. SA A D SD

15. In my business or industry I have had good success in obtaining skilled workers. SA A D SD

16. In my business or industry I have had good success in obtaining semi-skilled workers. SA A D SD

17. In my business or industry I have had good success in obtaining unskilled workers. SA A D SD

18. I have had most success finding employable personnel in this county. SA A D SD

19. I have had most success finding employable personnel outside this county. SA A D SD

20. My business or industry could utilize high school graduates with vocational training better than those graduates with academic education only. SA A D SD

21. I believe the business and industrial community would benefit from additional vocational training in the high schools of this county. SA A D SD

TABLE 14

Tabulation of Responses of Business and Industry

| | | SA | A | D | SD |
|---|---|---|---|---|---|
| 5. | Industry requiring predominately skilled labor | 13 | 10 | 10 | 0 |
| 6. | Industry requiring predominately semi-skilled labor | 4 | 11 | 10 | 8 |
| 7. | Industry requiring predominately unskilled labor | 1 | 6 | 11 | 15 |
| 8. | Industry trains employees totally | 6 | 15 | 8 | 4 |
| 9. | Industry trains employees for most part of job | 7 | 16 | 10 | 0 |
| 10. | Industry does not train employee for job | 2 | 3 | 15 | 13 |
| 11. | Industry requires potential employees to possess no training | 0 | 3 | 20 | 10 |
| 12. | Industry requires potential employees to possess some training | 6 | 23 | 4 | 0 |
| 13. | Industry requires potential employees to possess complete training | 1 | 6 | 15 | 11 |
| 14. | High school graduates perform their jobs better than non-graduates | 11 | 16 | 3 | 3 |
| 15. | Industry has good success in obtaining skilled workers | 3 | 11 | 12 | 7 |
| 16. | Industry has good success in obtaining semi-skilled workers | 0 | 16 | 17 | 0 |
| 17. | Industry has good success in obtaining unskilled workers | 3 | 11 | 18 | 1 |
| 18. | Industry has had good success in finding employable persons in the County | 1 | 11 | 17 | 4 |

TABLE 14 (continued)

| | | SA | A | D | SD |
|---|---|---|---|---|---|
| 19. | Industry has had most success in finding employable persons outside the County | 0 | 11 | 18 | 4 |
| 20. | Industry can utilize high school grads with vocational education better than academic graduates | 5 | 17 | 7 | 4 |
| 21. | Business and industrial community would benefit from additional vocational education inside of this County | 12 | 20 | 1 | 0 |

NOTE: N = 33.

# VITA

Clinton Elmore Neal was born in Rockwood, Tennessee, on July 7, 1928. He received his early education, both elementary and secondary, in Chattanooga, Tennessee, graduating from City High School on June 3, 1946.

He entered the United States Navy on November 11, 1946, and was honorably released to the Fleet Reserve on January 1, 1971. His last three years he served as assistant officer in charge at the Naval Weather Service Environmental Detachment, Dallas, Texas, including administration, career planning, career selection and retention, counseling, transition, and recreation program director.

He entered The University of Tennessee on January 3, 1971, and received his Bachelor of Science degree in Education, December 8, 1972. He began teaching in the Morgan County school system in 1973. He taught at Oakdale High School from 1973-1975.

He entered the Graduate School at The University of Tennessee in 1973 and received his Master's degree in June, 1975.

He has membership in professional organizations such as Tennessee Education Association and National Education Association. He is also a member of the Dallas Consistory and Eureka Baptist Church.

He is married to the former Doris Joanne Berryhill and has five children, Pamela Gail, Deborah Marlette, Clinton Elmore II, Darla Deanna, and Clayton Harris.