1960 Kenny Road, Columbus, Ohio 43210

THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

THE OHIO STATE UNIVERSITY

OCTOBER 23, 1972

PROGRAM

DEDICATION
Dr. Robert E. Taylor  
Director, Center for Vocational and Technical Education  
1900 Kenny Road  
Campus  

Dear Dr. Taylor:

The Ohio State University looks with pride upon its newest facility—the four-story headquarters for the Center for Vocational and Technical Education.

This facility represents a significant step forward in expansion of the many valuable research services provided by the University. It should serve the Center and the University well for years to come.

Please convey to the entire Center staff my personal best wishes as you enter a new era of leadership in the exciting field of vocational and technical education.

With best wishes,

Harold L. Enarson  
President

October 16, 1972

BKE:jch
The New Center Facility

The 1960 Kenny Road facility is an office building constructed by the OSU Board of Trustees. The building is 160 feet long, 64 feet wide and four floors in height. The structure includes just over 40,000 square feet of floor space.

The building was designed and constructed from the ground up as an "open office landscape" type of environment. The first floor of the building will accommodate basic services activities including two conference rooms, a records center, a materials and supply activity, a Xerox room, several small service rooms, and a reception area in the main lobby. The second floor will house Computer Services, one of the R & D Programs, Special Projects, Office Services, and a staff lounge for CVTE employees. The third floor will accommodate the Center's Director, the Research and Development Division, the Evaluation Division, and the major portion of the Center's Support Services Activities. Four of the Center's Research and Development Programs will be housed on the fourth floor.

The building accommodates approximately 170 CVTE employees. The building is equipped with new, modern furniture which is compatible with the open landscape concept. Acoustical screens are utilized to provide both privacy and visual separation.

Utilization of the open landscape office concept offers many advantages over the traditional office arrangement. Major positive considerations for the landscape office are the construction cost factor (savings up to approximately 25 percent), the flexibility of a system that permits adaptation to change, the increase in communication and work flow created by the grouping of functions, and the improvement of employee morale resulting from more favorable surroundings and working conditions.

Design of the facility was completed by the architectural firm of Brubaker-Brandt, Inc. of Columbus.

Meet the Center Director

Since its inception in 1965, Dr. Robert E. Taylor, director of The Center for Vocational and Technical Education at The Ohio State University, Columbus, Ohio, has fostered the remarkable growth of this institution. Under his leadership, The Center has developed the most comprehensive group of research programs in vocational, technical, and career education in the United States.

Dr. Taylor is responsible for supervising major programmatic research and development efforts in vocational and technical education, the development of a school-based Comprehensive Career Education Model, and the operation of an ERIC (Educational Resources Information Center) Clearinghouse on vocational and technical education. The Center has received support from three departments of the federal government and The Ohio State University. The Center director is directly responsible to the OSU Provost and Vice-President for Academic Affairs.

A well-known consultant with state departments of education, universities, and the U.S. Office of Education, Dr. Taylor became a member of the OSU faculty in 1961 and was named professor of agricultural education and education in 1964. Other consultancies include such organizations as the Education Commission of the States, Science Research Associates, Battelle Memorial Institute, various regional laboratories, and many research projects in vocational and technical education.

In 1970, Dr. Taylor was presented The Ohio State University Centennial Medallion for outstanding service in vocational and technical education. He is co-author of five books and author of many bulletins, manuals, and reports on vocational and technical education.

A native of Grants Pass, Oregon, Dr. Taylor received both his bachelor of science degree with distinction and master of science degree from the University of Arizona. He was awarded a Ph.D. degree from OSU in 1961 after having also done graduate work at Arizona State and Texas Western universities.

He is a member of many leadership and professional organizations, including Phi Kappa Phi (Scholastic Honorary), Phi Delta Kappa (Education Honorary), and in 1965 he received a Distinguished Service Award from the Texas Vocational Agricultural Teachers Association.

He currently resides with his wife, Celianna, on a farm near Delaware, Ohio.
History of The Center for Vocational and Technical Education

The Center is a nationally-oriented organization which conducts research, development, training, and dissemination activities on significant problems in the occupational preparation of the nation's labor force. An independent unit of The Ohio State University, The Center functions under several federally-funded grants from the U.S. Office of Education and the newly-created National Institute of Education.

The Center’s mission is to help strengthen the capacity of state educational systems to provide effective occupational education programs consistent with individual needs and manpower requirements by:

1) Conducting research and development activities to fill voids in existing knowledge and to develop methods for applying knowledge.

2) Programmatic focus on state leadership development, vocational teacher education, curriculum, vocational choice and adjustment.

3) Stimulating and strengthening the capacity of other agencies and institutions to create durable solutions to significant problems.

4) Providing a national information storage, retrieval, and dissemination system for vocational and technical education through the affiliated ERIC Clearinghouse.

Initial planning and development for The Center began on March 1, 1965, with an 18-month planning grant. In November, 1966, The Center was awarded a five-year grant by the U.S. Office of Education. To date, The Center has collaborated in 159 efforts with universities and state departments of education and in 267 national research, development, and leadership seminars with participants from the 50 state departments of education and over 318 institutions of higher education. The Center has produced more than 261 publications as a result of its many programs.

The Center director is responsible for overall coordination and supervision of The Center’s program and reports directly to the University’s Provost and Vice-President for Academic Affairs. The Center’s National Advisory Committee includes state-level representatives from vocational services, the U.S. Office of Education, the American Vocational Association, and the fields of economics, sociology, psychology, and education.

The work of The Center is accomplished by a professional staff trained in vocational and technical education, plus related disciplines, assisted by a supporting and clerical staff. Twenty of these staff members are located in eight sites around the country. To supplement the permanent staff, consultants and visiting staff members are utilized on a short-term basis.

The 313 Center staff members are housed in the new facility at 1960 Kenny Road, an adjacent two-story structure at 1900 Kenny Road, and in a nearby leased office building.
First Annual OSU Distinguished Lecture in Vocational and Technical Education

DR. ELI GINZBERG

The Ohio State University has selected Dr. Eli Ginzberg as its First Annual Distinguished Lecturer in Vocational and Technical Education. Dr. Ginzberg has an impressive background in this field which dates to 1935, when he joined the faculty of the Columbia University Graduate School of Business. He currently serves as the A. Barton Hepburn Professor of Economics at that institution and also has been the Director of the Conservation of Human Resources Project since its establishment at Columbia in 1950.

Dr. Ginzberg serves as a consultant to the United States Department of State, Defense, Labor, and Health, Education, and Welfare. Since 1965, he has been chairman of the National Manpower Advisory Committee, and from 1951 to 1961 he was Director of Staff Studies of the National Manpower Council.

He was elected to the Institute of Medicine, National Academy of Sciences in 1972, and has been a member of the Scientific Advisory Board to the U.S. Air Force since 1970. He served as Chairman, U.S. Task Force on Manpower Research for the Defense Science Board from 1970-71.

Of the many honors bestowed upon Dr. Ginzberg, some of the more noteworthy include: a medal by the War Department for Exceptional Civilian Service, 1946; a medal by the International University of Social Studies, Rome, Italy, 1957; for research contributions to the study of human resources: the McKinsey Management Journal Award, University of California, 1964; an honorary doctorate in literature by the Jewish Theological Seminary of America; and an honorary doctorate of laws degree by Loyola University. In 1971, Dr. Ginzberg was elected a member of the Honorary Faculty, Industrial College of the Armed Forces; and in 1972 he received the Certificate of Merit from the U.S. Department of Labor.


Born in New York City in 1911, Dr. Ginzberg received the degrees of A.B., A.M., and Ph.D. from Columbia University. He also studied at the Universities of Heidelberg and Grenoble. He serves as a consultant to various business and nonprofit organizations, including the Ford Foundation, Rockefeller Brothers Fund, Federation of Jewish Philanthropies of New York, and the McKinsey Foundation for Management Research.

Dr. Ginzberg is a Fellow of the American Association for the Advancement of Science, a member of the American Economics Association, the Academy of Political Science, the Industrial Relations Association, American Association of University Professors, Medical Consultants of World War II, Beta Gamma Sigma, and Phi Beta Kappa.
Dedication Luncheon Program
Ohio Union
1739 North High Street

Welcome ........................................ Dr. Daniel E. Koble
Master of Ceremonies
Invocation ........................................ Mr. Douglas T. Pine
Luncheon
Introduction of Guests ......................... Dr. Kenney E. Gray
Introduction of Speaker ....................... Dr. Daniel E. Koble
Greetings ...................................... Dr. Robert M. Worthington
Introduction of Luncheon Speaker .......... Dr. Kenney E. Gray
Luncheon Speaker ............................ Dr. Albert J. Kuhn
Remarks ....................................... Dr. Robert E. Taylor

DEDICATION LUNCHEON MENU
Ohio Union

APPETIZERS
[Served in fireside anteroom at 11:30 a.m.]
HOT SPICED CIDER
CHEESE LOAF WITH WAFERS

LUNCHEON
[Served in South Terrace at 12 noon]
SALATA SALAD
BREAST OF CHICKEN ALMONDISTINE
WITH SHERRY SAUCE
BROWN RICE SPICED CRABAPPLE
GARDEN FRESH PEAS WITH PEARL ONIONS
ROLLS BUTTER
COFFEE TEA
WINE SUNDAE

Luncheon Speaker

DR. ALBERT J. KUHN

As Provost and Vice-President for Academic Affairs at The Ohio State University, Dr. Albert J. Kuhn is principally concerned with the total educational program at the university, including The Center for Vocational and Technical Education.

Dr. Kuhn joined the OSU faculty as an instructor in the English department in 1954, and subsequently was promoted to full professor in 1968. He served as department chairman from 1964 to 1971, when he was promoted to Associate Provost and acting Vice-President for Academic Affairs.

Dr. Kuhn has been affiliated with numerous university committees, including the Faculty Advisory Committee to the President and the Board of Trustees. He also served on the editorial board of the Ohio State University Press and is faculty representative to the Center for Research Libraries.

While on research leave at the British Museum in 1968-69, Dr. Kuhn authored a book on the interrelations between science and literature. He has published articles on 18th and 19th century English literature, and has edited a book, "Three Sentimental Novels."

A native of Dowell, Illinois, Dr. Kuhn received the bachelor of arts degree in 1950 from the University of Illinois, where he was elected a member of Phi Beta Kappa. He received the Ph.D. degree in 1954 from The John Hopkins University.
THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION
AT THE OHIO STATE UNIVERSITY

Highlights of Dedication
Day Activities

Friday, October 20, 1972
11:30 a.m. to 4:30 p.m.
1960 Kenny Road
Open House and Guided Tours
of New Facility
Refreshments

Monday, October 23, 1972
10:30 a.m.
OSU Hitchcock Hall
First Annual OSU Distinguished Lecture
in Vocational and Technical Education
Dr. Eli Ginzberg
Professor and Director
The Conservation of Human Resources
Columbia University, New York
11:30 a.m.
Ohio Union
Luncheon Program
Dr. Robert M. Worthington
Associate Commissioner
U.S. Office of Education
Bureau of Adult, Vocational & Technical Education
Dr. Albert J. Kuhn
Provost and Vice-President for Academic Affairs
The Ohio State University
1:30 to 3:30 p.m.
1960 Kenny Road
Open House and Guided Tours
of New Facility
4:00 p.m.
OSU Mershon Auditorium
Major Dedication Ceremonies
Mr. Dennis Sargent
Secretary, National Future Farmers of America
Dr. Aleene Cross
President, American Vocational Association
Dr. Calvin Dellefield
Executive Director, National Advisory Council
on Vocational Education

Highlights of Dedication
Evening Activities

Monday, October 23, 1972
7:30 p.m.
OSU Hitchcock Hall
First Session
Sixth Annual National Vocational and Technical Teacher Education Seminar
Theme:
"Implications of Career Education
for Teacher's Preparation"
Welcome
Dr. Anna M. Gorman
Research Specialist
The Center for Vocational and Technical Education
Remarks
Dr. Robert E. Taylor
Center Director
Remarks
Dr. Robert M. Worthington
Associate Commissioner
U.S. Office of Education
Bureau of Adult, Vocational & Technical Education
Keynote Address
Dr. Rupert N. Evans
Professor
Department of Vocational Education
University of Illinois
Awards Presentation
Dr. Darrell Ward
Assistant Director for
Research and Development Operations
The Center for Vocational and Technical Education
9:00 to 10:00 p.m.
1960 Kenny Road
Open House and Guided Tours
of New Facility
**Dedication Speakers**

**DR. RUPERT N. EVANS**

Dr. Rupert N. Evans will fulfill a dual role in his major address at The Ohio State University on October 23rd: he will conclude the Dedication Ceremonies for the new facility of The Center for Vocational and Technical Education, and he will also serve as keynote speaker for the Sixth Annual National Vocational and Technical Teacher Education Seminar, held in Columbus from October 23-26.

Dr. Evans is a former Dean of the College of Education, University of Illinois, and currently is affiliated with that university as Professor, Vocational and Technical Education, Bureau of Educational Research, College of Education.

He received his bachelor of science degree from Indiana State Teachers College, his master of science and his Ph.D. degrees from Purdue University. He also is the recipient of an honorary doctor of vocational education degree from Purdue.

The author of numerous articles in professional journals, Dr. Evans also has written several books, the most recent of which include: "Foundation of Vocational Education" and "Changing the Role of Vocational Teacher Education" (co-authored with David Terry). He also is co-author of "Career Education, A Handbook for Implementation" and "Career Education, What It Is and How to Do It."

Prior to his university career, Dr. Evans was a high school instructor at Elkhart, Indiana, served as a petty officer in the U.S. Navy Pacific Fleet during World War II, and was employed as a foreman with General Motors Corporation in Indianapolis, Indiana.

Dr. Evans is a former member of the President’s Advisory Council on Vocational Education, and is former chairman of the Research Committee, American Vocational Association. He has served as a Fulbright lecturer in Japan, and was project director for Research Studies of Electronics, trouble shooting for the U.S. Navy and Air Force, a study undertaken from 1952-56 at the University of Illinois.

Dr. Evans is chairman, North Central Regional Manpower Advisory Committee; past president, National Association of Industrial Teacher Educators; past chairman, Illinois Vocational Education Advisory Council; former chairman, Illinois Manpower Advisory Committee; and past president, Illinois Industrial Education Association.

He is also a member of the Polytechnic Advisory Team to the University of Botswana, Lesotho and Swaziland; and is a member of many professional organizations.

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**DR. ROBERT M. WORTHINGTON**

Since August, 1971, Dr. Robert Melvin Worthington has served in the capacity of Associate Commissioner, Bureau of Adult, Vocational and Technical Education, United States Office of Education. Prior to that appointment, Dr. Worthington was associated since 1965 with the State of New Jersey as Assistant Commissioner of Education and State Director of Vocational-Technical Education.

In his post with BAVTE, Dr. Worthington is responsible for a program of vocational and technical education which is primarily concerned with providing students with career skills. Dr. Worthington points out that by 1980, it is estimated that these skills will be needed for eight of ten jobs in America that will be filled by workers without a college degree.

Another major responsibility of Dr. Worthington is a program designed to help some 24 million persons who are 16 years of age or older and who have less than an eighth grade education and who need to perform at an adult level in today’s complex society.

After earning his doctorate in education at the University of Minnesota in 1958, Dr. Worthington served as a vocational education consultant in more than 30 states. He has also served as a Presidential appointee on the National Advisory Council on Vocational Education, and on the Committee on Employment of the Handicapped.

During his career, Dr. Worthington also has taught in junior and senior high schools, and has served as an instructor in the School of Engineering at Purdue University and in the Department of Industrial Education and Technology at Trenton State College.
An Overview of The Center's Programs

In order to accomplish its objectives to foster research and leadership development in vocational and technical education, The Center is organized into three divisions: Programmatic Research and Development; Information Services; and Field Services and Special Projects.

The R & D programs include: Diffusion Strategies; Instructional Systems Design; Management Systems; Personnel Development Systems; and Vocational Development and Adjustment. Information Services include: the ERIC Clearinghouse on Vocational and Technical Education; and Support Information for the Comprehensive Career Education Model (CCEM). Of the many programs being conducted by The Center, the following examples are projects of particular interest to the general public.

1. The school-based Comprehensive Career Education Model, initiated in 1971 by the U.S. Office of Education, is being developed at The Center in cooperation with six local education agencies in Atlanta, Georgia; Hackensack, New Jersey; Jefferson County, Colorado; Los Angeles, California; Mesa, Arizona; and Pontiac, Michigan. The initial products of this model are being pilot-tested in the six sites during the 1972-73 school year.

2. A program for occupationally disadvantaged students will result in a plan for a statewide vocational education program. This system will help vocational managers and planners to identify potentially disadvantaged students, to plan effective educational programs for them, and to define instructional problems.

3. Simulation training materials for vocational education leaders are being developed to include packages for teacher-coordinators and teacher-coordinator supervisors of cooperative vocational education programs. Upon revision, the packages will feature simulation exercise, demographic data, and an instructor's handbook.

4. A personnel development program aims at training vocational education personnel to more effectively lead, administer, and teach.

The major output of this program will be a model for personnel development for nationwide use, accompanied by appropriate products, materials, procedures, and techniques.

5. A program is being undertaken to contrast patterns of successful vocational education teaching in inner-city urban schools with those in outer-city suburban schools. It will provide a knowledge base for the development of teacher education curriculum modules in home economics, trade and industrial education, and business education. The modules will reflect differences in teaching patterns.

6. The development of an instruction training package aims at producing a modular performance-based curriculum, which is designed to change or modify teacher behavior. This curriculum will result in increased teaching competency of vocational education teachers, and hopefully will lead to better student performance and learning.

7. A program is being developed to provide guidelines for state and local schools to establish effective in-service training for education personnel who work with disadvantaged students.

8. A program is being designed to reduce the occupational "floundering" experienced by many of our nation's youth through development of an integrated career guidance planning and evaluation program.

9. A project is under way that will enable career guidance and instructional personnel to provide programs in which disadvantaged youth can learn to cope more effectively with the problems of transition from school to work.

10. The FARE (Female Adjustment in the Realm of Employment) program will produce a preliminary description of the career behavior of women (white and black, ages 30-44), including a description of their career patterns and factors related to female career development. These research findings should be useful to educational researchers and to educational developers designing programs for women.
The Comprehensive Career Education Model

1972 National Advisory Committee

Mr. Richard L. Baca, Consultant
California State Department of Education

Dr. Terrel H. Bell
Superintendent of Schools
Granite School District
Salt Lake City, Utah

Dr. James E. Bottoms
Associate State Director of Vocational Education
Atlanta, Georgia

Dr. James Conners
Senior Associate for Education
U.S. Chamber of Commerce

Mr. Nelson Jack Edwards
Vice President
International Union
United Auto Workers
Detroit, Michigan

Dr. Martin Essex, Superintendent
Ohio State Department of Public Instruction

Dr. Keith Goldhammer, Dean
College of Education
Michigan State University

Dr. Norman Gysbers
Professor of Education
Department of Counseling and Personnel Services
University of Missouri

Mrs. Elizabeth Duncan Koontz
Director, Women's Bureau
U.S. Department of Labor

The Honorable Thomas Laverne
Chairman, Education Committee
The New York State Senate

Dr. Otis Lawrence
Professor of Science Education
Governess State University
Park Forest, Illinois

Dr. Grant Venn, Executive Director
American Association of School Administrators
National Academy for School Executives
Arlington, Virginia

The Center for Vocational and Technical Education

1972 National Advisory Committee

Ms. Mary P. Allen
Associate to the Executive Director for Governmental Relations
American Vocational Association

Dr. Ralph C. Bohn, Professor of Industrial Studies
American Vocational Association

Dr. Henry Borov
Psychological Studies
General College
University of Minnesota

Dr. C. Geoffrey Calhoun
Chairman, Business Education Department
Calhoun College of Education
The University of Georgia

Dr. Jacob K. Kaufman, Director
Institute for Research on Human Resources
Pennsylvania State University

Dr. William E. Drake, Professor
Agricultural Education
Cornell University

Dr. S. V. Marterans
Vice Chancellor for Community and Technical Colleges
State University of New York

Dr. Elizabeth Ray, Professor
Department of Home Economics Education
College of Education
The Pennsylvania State University

Dr. Jerome J. Salmume
Head, Department of Sociology
Louisiana State University
in New Orleans

Dr. Harland E. Senex
Professor, Distributive Education
School of Education
The University of Wisconsin

Mr. George L. Sandvig
(President, State Director of Vocational Education)
State Director
State Department of Education
Richmond, Virginia

Dr. James A. Senstub
State Superintendent of Education
Maryland State Department of Education

Dr. William Stevenson
Assistant State Director
Head, Division of Research, Planning and Evaluation
Oklahoma Research Coordinating Unit

Mr. Joseph V. Tuma
Director, Area Manpower
Institute for Development of Staff
Detroit, Michigan

Dr. Benjamin Whitten
Area Superintendent
Vocational Education
The Baltimore City Public Schools

Mr. Frank Winer
Director, Program Planning and Research
Washington State Division of Vocational Education
The Center for Vocational and Technical Education

Senior Staff Personnel

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BUILDING DEDICATION COMMITTEE

Dr. Dan Kohle, Chairman

Subcommittees

Speaker Procurement

Dr. Kenney Gray, Chairman
Dr. Robert Taylor

Lecture Facilities Committee

Chet Hansen, Chairman
Dave Hegelson
Joe Clark
Bob Coker

Transportation and Lodging

Wes Budke, Chairman
Tom Kirkpatrick
A. B. Moore
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David Shinar
Delbert W. Shirley
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Peter C. Simmons
Jeffrey M. Speiss
Louise B. Vetter
Darrell L. Ward
Randall L. Wells
Michael R. White
Allen A. Wiant
Robert C. Young
ORGANIZATIONS REPRESENTED
AT CENTER DEDICATION CEREMONIES

American Personnel & Guidance Association
American Psychological Association
American Sociological Association
National Education Association of the U.S.
Virginia Polytechnic Institute and State University
American Association of Community and Junior Colleges
National Business Education Association
American Association of School Administrators
Aerospace Education Foundation
Council for Educational Research and Development (CEDAR)
American Education Research Association
Chamber of Commerce of the United States
Adult Education Association of the U.S.
School of Education, University of Virginia
National Advisory Council on Vocational Education
National Advisory Council on Adult Education
Council of ERIC Directors
Federation of Rocky Mountain States, Inc.
Western States Small Schools Projects
United States Department of Labor
Council of Chief State School Officers

Patrick J. McDonough
S. Reines Wallace
Otto N. Larsen
Robert Sniedder
Phillip Taylor
Dewey Adams
Andrew Korim
O. J. Byrnside
Paul A. Miller
Mary Allen
Michael J. Nixos
Max Abbott
Richard A. Dershimer
Arch N. Booth
Charles B. Wood
and George Aker
Frederick R. Cyphert
Calvin Bellefield
Gary A. Eyre
Robert W. Howe
William Rapp
Herbert Steffens
Howard Rosen
James A. Sensenbaugh
Vocational Education Study
Is ‘Centered’ at Ohio State

By ROBERT A. MCKNIGHT

Ohio State, noted for higher education, entered the vocational education field last year with the formation of the Center for Research and Leadership Development on Vocational and Technical Education. Since the time of Horace Mann and William H. McGuffey, education has been a vital force in American life. But education at that time meant communication—reading and writing the written word.

Higher education then, and as late as the Civil War, was typically vocational education. People needed, in addition to communication skills, skills with which to earn a living for themselves and their families.

Discovery

As discovery brought about a need for trained scholars, higher education began stressing knowledge rather than practice and scholastics rather than vocational education came to the fore. As education evolved, vocational instruction unfortunately became associated with the poor man, the hoodlum and the physical and mental incompetent. Institutions of higher learning began catering to the upper income segments of society while the unfortunate undertook trade apprenticeships.

With the advent of terms like “blue collar worker,” “working man,” and “common laborer,” the middle class conception of these people dropped another rung on the ladder of prestige.

Surprise

The middle class is surprised when it hears statistics such as the following:

In 1964, the average income received by civilian personnel was $5,587, and the national per capita income was $2,566.

Of the 85 top paying occupations in the country, published by the U.S. Bureau of Labor Statistics and ranging from $14,561 to $8,351, 9 of the jobs require no more than a high school education and 13 are specific vocational trades.

Far too much stress has been placed on the necessity of a college education for everyone.

According to the U.S. Office of Education, of every 1,000 students who entered the first grade destined for graduation in 1965:

- 994 entered the sixth grade;
- 985 entered the seventh grade;
- 954 entered the eighth grade;
- 937 entered the ninth grade;
- 878 entered the tenth grade;
- 810 entered the eleventh grade;
- 758 entered the twelfth grade;
- 710 got a diploma.

Of the remaining 710, only 378 entered college.

Vocational Study

In 1963, there were 447,822 students enrolled in American colleges and 4,21,793 enrolled in vocational classes. With the advent of the Job Corps, an even greater number is assumed now enrolled in vocational education.

There are about 22.5 million people 18 years old and above who have had less than an elementary education. According to Reader’s Digest education research, “These dropouts are destined to follow a vicious circle in which educational deficiency leads to poverty and poverty to a stifling of intellectual curiosity. Such deprivation often breeds the discontent that erupts in crime and racial violence.”

The problem of uneducated, unemployable youth is one of the most serious this country faces. In answer to this problem, the Economic Opportunity Act was passed in 1964. Of the 60% of its programs devoted to education.

Federal Aid

During the same year, federal aid to education was increased 1.5 billion dollars, twice the amount of 1963, and the outlay was doubled again during 1965.

Millions of dollars have been funneled into urban training centers, Job Corps Camps, adult education courses, and work study programs.

Underlying these efforts is an acute and growing awareness of the need to halt the perpetuation of low educational and financial levels from one generation to another by providing adequate educational systems wherein the nation’s youth are given the social motivation and the financial capability to become productive members of society.

Recently there has been a reawakening of the importance of research in vocational and technical education. Research seminars have been co-sponsored by the American Vocational Association and the U.S. Office of Education. Some states have sponsored vocational education research programs.

It was evident though that the resources of individual states and institutions were not enough to establish and maintain such programs. A mass effort, with participants from business, industry, agriculture, distribution, marketing, management, labor and all phases of education needed to be undertaken under the leadership of a unified center.

In March of 1965, the Vocational and Adult Research Division of the U.S. Office of Education, approved Ohio State’s proposal to develop such a center.

The Center

The Center for Research and Leadership Development in Vocational Education has been established as an independent unit on the State’s campus, responsible to John E. Corbally, vice president for administration.

The Center is staffed with specialists at the doctorate level in trade and industrial education, distributive education, business and office occupations education, industrial arts education, agricultural education, home economics education, sociology, manpower economics and counseling psychology.

Other specialists are to be added in the near future. The Center Director, Robert E. Taylor, said, “The center is designed to provide the leadership needed to involve the research capabilities of state departments, institutions, other disciplines, agencies and organizations in a coordinated, comprehensive attack on the major problems associated with providing quality vocational education for all.”

“The Center provides an opportunity and locus for advanced study, research development, and creative thinking; attracting persons with doctoral degrees for further study and projective thinking,” he said.

Internships

Financially supported study opportunities and internships are also available for students wishing to pursue specialized study in any of the areas covered by the Center.

Through national and regional seminars, workshops and institutes sponsored by the Center; state vocational educators are provided with, and contribute to, research findings and their implications for ongoing study.

Provision is also made for training key staff personnel from various states to give leadership to new programs evolving from research.

Through the publication of a bulletin series, the Center provides research results, program implications and news of coming events to a wide audience.
Staff members also publicize their findings through appearances on programs of professional organizations and in articles for professional journals.

Major Objectives
In essence, the Center's seven major objectives listed by Taylor are:
1. Providing continuing re-appraisal of the role and function of vocational and technical education in our democratic society;
2. Stimulating and strengthening state, regional and national programs of applied research and development directed toward the solution of pressing problems in vocational education;
3. Encouraging the development of research on vocational and technical education in the many concerned colleges and other educational institutions;
4. Conducting research studies directed toward the development of new knowledge and new applications of existing knowledge;
5. Upgrading vocational education leadership through advanced study and in-service education programs;
6. Providing educational opportunities for individuals contemplating foreign assignments and leaders from other countries responsible for the administration and supervision of vocational education; and
7. Establishing a storage and retrieval system in vocational and technical education.

Quality Training
“Of course the immediate interest of the Center, and to all of vocational and technical education, is to provide quality occupational training for those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special education handicaps that prevent their succeeding in the regular vocational program,” Taylor said.

“The resources and personnel at the Center establish a spirit of service and act as catalysts to energize and vitalize vocational education programs throughout the nation,” he concluded.
Vocational Plans Studied at Center

By ROBERT ARNETT
Lancaster Staff Writer
(Second of a Series)

In recent years, educators have begun to realize that a college education is either not best or not obtainable for many young people, and have recognized the importance of vocational education.

This has led to the establishment of the Center for Research and Leadership Development in Vocational and Technical Education at Ohio State.

"Educators became aware that existing vocational education programs were inadequate," Dr. Robert E. Taylor, center-director said. "It was also evident that the resources of individual states and institutions were not enough to maintain these programs."

Had Vocational Education

Ohio had a vocational education division within its department of education.

The federal government had set up a job corps to provide further education for those unable to attend college. Many private business and technical schools were created.

"But these efforts were not enough," Taylor said. "Too many vocational training centers failed. Too many people were still uneducated and not equipped to survive in the modern labor market."

"A mass effort with participants from business, industry, management, labor, and all phases of education needed to be undertaken by a unified national research center."

Approved Center in 1965

In March 1965, the Adult and Vocational Research Division of the U.S. Office of Education approved Ohio State's proposal to develop such a center.

The center, at 960 Kinneer Rd., became the research and coordinating headquarters for the nationwide vocational education program set up by the Vocational Act of 1963.

Objective Stated

"The center's long range objective is to help those who do not earn a baccalaureate degree find a productive role in society, but it does not aid them directly," Taylor said.

Instead, the center conducts research on vocational education programs and works to develop more and better trained leaders for the programs.

The research at the center involves an analysis of what job opportunities will be available five or ten years from now.

Last year, the center had only a specialist in agricultural education. Since then vocational education specialists at the doctorate level in nine other areas have been added.
A new $2 million facility for Ohio State’s Center for Vocational and Technical Education will be formally dedicated Oct. 23, according to the center’s director, Robert E. Taylor.

A full day’s program of events is planned, featuring a distinguished roster of Washington officials and nationally recognized educators.

Taylor said this will be the 2d facility for the center, which is completing its seventh year of operation as one of the building research and development laboratories in vocational and technical education.

Tours of new building

The new four-story brick and glass structure, at 1960 Kenny Rd., is adjacent to the present facility which will continue to house a portion of the center’s 313 staff members.

A tour of the new building will be conducted for campus personnel on Oct. 20 from 11:30 a.m. to 4 p.m. A similar tour for the general public will be held from 1:30 p.m. to 5 p.m. Oct. 23.

Guest speaker

Other special events scheduled for Oct. 23 include a lecture at 10:30 a.m. in Hitchcock Hall by Eli Ginzenberg, Columbia University professor and director of the Center for the Conservation of Human Resources.

A noon luncheon will be held at the Ohio Union, featuring Albert J. Kuhn, Ohio State’s provost and vice president for academic affairs. Robert M. Worthington, associate commissioner of the U. S. Office of Education’s Bureau of Adult, Vocational and Technical Education, will also appear as a guest speaker.

The luncheon is open to the public. Tickets may be purchased at the center.

A program at 3:30 p.m. at Mershon Auditorium will include several guest speakers. Concluding the day’s events will be a 7:30 p.m. lecture, also at Hitchcock Hall, given by Rupert N. Evans, Department of Vocational Education, University of Illinois.
Vocational center opens, will teach 'salable skills'

By Mary Anne Miller

The $2 million Vocational and Technical Education Center (VTEC) located at 1960 Kenny Rd., was dedicated Monday and highlighted by a full day of events.

VTEC is designed to strengthen the capacity and quality of state school systems. It hopes to initiate programs which will provide every high school graduate with the background to either continue his education or enter the working force with a salable skill, said Jill Holland, technical assistant.

According to Holland, VTEC has the most comprehensive group of research, vocational, technical and career educational programs in the United States.

VTEC is supported by three departments of the federal government and Ohio State, although it is not directly associated with the University, she said.

The first annual distinguished lecture was given at 10:30 a.m. in Hitchcock Hall Auditorium. Eli Ginzberg, professor and director of the conservation of human resources project at Columbia University, was guest speaker.

Following the noon luncheon, a guided tour and open house were held at the new four-story structure.

The major dedication ceremony was held at 4 p.m. at Hitchcock. Edward Moulton, executive vice president, presented the keys to the new building to Robert E. Taylor, director of VTEC.

According to Kenney E. Gray, assistant director of the support and services division of VTEC, the most important feature of the structure is the flexibility of office configuration.

Holland explained that the open office design used in the structure has significant advantages.

Each floor is entirely open. The acoustical screens, which are used as dividers, help to increase communication and also maintain privacy.

In addition, this design cuts the cost of the building by 25 percent, Holland said.

"Not only will the new building facilitate 170 members of VTEC, but also provide a meeting place for national educators. Our new assembly hall seats 300 persons," Gray said.
OSU Boasts Research Center

By Robert McMunn

Walking into the “Situation Room” for a briefing, shades of James Bond jumped to mind. No, it wasn't the CIA, but Ohio State's own think-tank, the Center for Vocational and Technical Education (CVTE).

The center, tucked away in northwest campus on Kenny Road, is the largest center for career and educational research in the country, according to Kenney Gray, associate director of support operations.

The only center similar to Ohio State’s is at the University of North Carolina, and it is about 20 percent of OSU’s size, Gray said.

Center officials Gray and Director Robert Taylor agree the center is a think-tank, but only to a point.

“We do research into problems presented to us, and that includes some theoretical work but we are also interested in its practical application,” Taylor said.

Besides being a major organization in career research and development, the center designs nationally used educational materials for state school boards.

The center's national orientation is illustrated by contacts and joint programs with the University of Missouri and school boards in Oregon, California and Georgia.

Both Gray and Taylor were quick to point out that career and vocational education are not synonymous.

“Career education is a much broader concept because it weaves the reality of career information into education,” Gray said.

“Vocational education is limited to high school and college because it hasn't reached into grade school yet,” Taylor added.

Although CVTE concentrates on vocational training, its staff is multidisciplinary with 11 University departments represented.

“We look at vocational and technical education from a wide perspective,” Gray said.

To accommodate diverse faculty members CVTE is divided into five departments, each with a specialized and distinct interest.

The Department of Evaluation analyzes the effectiveness of a vocational program and makes a report to the sponsoring school board or government agency. A recent client was the U.S. Air Force which requested a study on motivation of its personnel.

Information Services focus on information that may be useful to the center's clients.

Data is analyzed and distributed on request. This department is responsible for the maintenance of the center's library of 19,111 volumes.

CVTE is the clearing-house for vocational and technical education nationally.

As director of the support services branch, the center's business arm, Gray and his subordinates deal with the media and serve as a public relations office.

Out-of-state activities come under the supervision of the field services and special projects department. A large percentage of the center's 311 employees are working in Oregon, California and Texas analyzing the effectiveness of existing vocational and technical training. These workers make recommendations for final action.

The Office of Research and Development Operations is assuming added importance as the center anticipates expansion.

Typical projects currently under research are a study to upgrade high school guidance counseling and a system to aid job applicants in analyzing a changing market.

Taylor said that once the proposal to become international is approved he expects to be working closely with foreign governments.