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THE DEVELOPMENT OF SELECTED
VOCATIONAL CENTERS AND
VOCATIONAL SCHOOLS
IN UTAH

by

Glade C. Bailey

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF EDUCATION

in

Curriculum Development and Supervision
with emphasis in Industrial Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah
1980

ACKNOWLEDGMENTS

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The author expresses his sincere appreciation to all those who have made this study possible. Dr. Carl Wallis offered invaluable assistance throughout this compilation in his capacity as Graduate Committee Chairman. Gratitude is also expressed to Dr. Neill Slack, Department Head, for his sincere interest in this endeavor.

The author extends a special recognition to helpful individuals at the Bridgerland, Sevier Valley, and Uintah Basin Area Vocational Centers, the Davis, San Juan, and Moab Area Vocational Schools, and the Utah State Board of Education for their most needed support in the development of this study.

My family of four also deserves recognition for their patience and understanding during my educational pursuits and many hours of being away from home. My wife, Kathy has critiqued the written work and typed all of the pages, as well as contributed in other ways to help complete this study.

Glade C. Bailey

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ABSTRACT

The Development of Selected
Vocational Centers and
Vocational Schools
In Utah

by

Glade C. Bailey, Doctor of Education
Utah State University,

Major Professor: Dr. Carl R. Wallis
Department: Industrial and Technical Education

The purpose of this study was to collect, describe, and interpret source materials pertaining to the history of the three area vocational centers and the three area vocational schools in Utah. The historical method of research was used, and the collection of data was from personal interviews, research of records, and publications of the six vocational institutions, the Utah State Board of Education, and the local school districts.

The three area centers and the three area schools began as an outgrowth of the 1963 Vocational Education Act and the 1968 Vocational Amendments. These vocational institutions were established to meet the needs of local students and to meet the economical needs of the local school districts. Today, the three area centers and the three area schools are providing much needed services to the State of Utah.

(198 pages)

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Historical happenings have always been of value to man. The events which make up any history are perhaps the most important happenings that can be recorded. It is significant, therefore, that the events through which the history of the Bridgerland, Uintah Basin, and Sevier Valley Area Vocational Centers and the Moab, San Juan, and Davis Area Vocational Schools developed, together with all the circumstances, experiences and trials through which they passed, be made known to man. It is also important that, so far as possible, the events which make up the history be related by the persons who witnessed them. Such statements give to the world the facts at first hand. At the same time, man has before him the highest order of historical evidence.

Man has always had the ability to benefit from past history. "To know our heritage takes us far toward improving our knowledge of ourselves. And to know ourselves is indispensable if we are to act with understanding and realism in the making of our future."¹ Had man not built upon the contributions of past generations, there would be no civilization as it is known today. Taken from the experiences of the past, any history becomes a most valuable piece of knowledge to be used by those who follow. Vocational education in Utah has been influenced by past generations, and the six area institutions can build upon past contributions.

¹Richard Hofstadter, William Miller, Daniel Aaron, The United States The History of a Republic (Englewood Cliffs: Prentice-Hall, Inc., 1957), p. v.

The Problem

Statement of purpose

The purpose of this study was to collect, describe, and interpret source materials pertaining to the history of the three area vocational centers and the three area vocational schools in Utah.

Need for the study

The programs at Utah's three area vocational centers, Bridgerland, Uintah Basin, and Sevier Valley Tech and three area vocational schools, Moab, San Juan, and Davis are products of their early development as well as the early development of programs throughout the State and the Nation. There is no complete and comprehensive record of the history of these three Area Vocational Centers and three Area Vocational Schools. This study has been prepared to assist in preserving, in historical form, the records of the events and the developments that have influenced the growth of the Vocational Centers and Schools.

Questions answered

Answers to the following questions, divided into two parts, have been sought as a means of implementing the study of the three Area Vocational Centers, and the three Area Vocational Schools. Part A: (1) What were the events that have transpired through-out the history, and who were the individuals that have been involved in these events? (2) What were the courses and programs offered and their enrollments? (3) Why were the various courses offered at these centers and schools? (4) What types of physical facilities and equipment were provided for each institution's operation? (5) What have been the costs involved, and how have the programs been financed? (6) What have been the administrative organizations and procedures? Part B: (1) What have been the overall signifi-

cant trends and contributions of the various programs at the six institutions? (2) How can this historical development be used to guide future trends and contributions of the three area centers and the three area schools?

Delimitation of the study

This study is confined to the development of the three area vocational centers and the three area vocational schools in Utah. The Bridgerland Area Vocational Center is located in Logan, Utah. The Uintah Basin Area Vocational Center is located in Roosevelt, Utah, and the Sevier Valley Area Vocational Center is located in Richfield, Utah. The Moab Area Vocational School is located in Moab, Utah; the San Juan Area Vocational School is located in Blanding, Utah; while Davis Area Vocational School is located in Layton, Utah. This historical development is limited to the beginning stages of each center and each school, to the close of the 1976-77 fiscal school year. Limitations of this study are also dependent upon the primary and secondary sources available at present and upon the accessibility of these sources. This study will deal primarily with collecting, describing, and interpreting the materials and transcribing these materials into historical form. It is not necessarily intended for this study to suggest any changes in the curriculum or changes in the policies and procedures of the six area vocational institutions.

Definitions of Terms Used

Area Vocational Center

A center or program involving a large geographical territory usually includes more than one local basic administrative unit. It offers

specialized training to high school students who are preparing to enter the labor market. It also provides vocational or technical education to persons who have completed or left high school and are available for full-time study (American Vocational Association).

Area Vocational School

A specialized high school or the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to persons who are available for study in preparation for entering the labor market (United States 90th Congress, Public Law 90-576, 1968 Amendments). For purposes of this study, Area Vocational Schools and Area Vocational Center (District) are one and the same. Area Vocational Center (District) is the Utah State Board of Education terminology.²

Vocational Education

Vocational or technical training or retraining which is designed to prepare individuals for gainful employment as semi-skilled or skilled workers or technicians in either recognized occupations or new and emerging occupations, and below the requirements for a baccalaureate or higher degree (American Vocational Association).

Leadership

The ability to generate and maintain group interest, enthusiasm and solidarity so as to achieve ultimate success in reaching a common goal, and the development of new leaders (United States Office of Education, Vocational Technical Education Division).

²Walter Ulrich, personal interview, Salt Lake City, Utah, June 29, 1977.

Methods and Procedures

Historical method

This study has been written in compliance with the historical method of research. Involved in this method is "an integrated narrative or description of past events or facts, written in the spirit of critical inquiry, to find the whole truth and report it."³ The source materials have been recorded in a manner that will do no error to the actual events as they happened.

Source of data

Historical data may be obtained from either a primary source or a secondary source. "A primary source is an original or first-hand account of the event or experience. A secondary source is an account which is at least once removed from the event."⁴

Sources

The major part of the materials presented in this project were derived from primary sources, while that from secondary sources contributed the minor part. The above sources include:

- A. Manuscripts and personal histories of those persons directly involved in the history of each of the three vocational centers and of each of the three area vocational schools.
- B. Interviews of those persons directly involved.
- C. Records and publications of the following:

³C. V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, 1960), p. 145.

⁴William Wiersma, Research Methods in Education (Philadelphia: J. B. Lippincott Company, 1969), p. 290.

1. Area center and area school history, course catalogues, and brochures.
 2. Minutes, annuals, and records of the six area vocational institutions.
 3. Records and minutes of the State Board of Education.
- D. Newspapers.

Organization of the dissertation

This dissertation has been organized into six chapters. Chapter one is the problem and definition of terms used. Chapter two contains the review of literature. Chapter three contains the general historical background. Chapters four and five comprise the bulk of this dissertation. Chapter four pertains to the Sevier Valley Tech Area Vocational Center, Uintah Basin Area Vocational Center, the Bridgerland Area Vocational Center, and chapter five relates historical developments of the Moab, San Juan, and Davis Area Vocational Schools. Chapter six contains the summary, conclusions, findings and recommendations.

CHAPTER II
REVIEW OF LITERATURE

There is very little related literature that pertains to this particular study. Each educational institution or school system is different in its development, function, and the clientele that comprise its system. The review of literature in this dissertation has been divided into two parts. Part one pertains to the history, the objectives and the procedures involved in writing an historical research. Part two pertains to those few source materials that are related to the history of the six area vocational institutions from their inception to the close of the 1976-77 fiscal school year.

Literature on Historical Research

Human existence is an ongoing event. Whatever one does becomes history, and history, any history, becomes a valuable slice of knowledge, carved from the experience of trial and error, to be used by those who follow. History has been recorded through all eras of time. It is not new to our period of life.

Historical research is necessary to define the situation of the past and its meaning in the light of the present problem. Interpretation based on historical research may aid in defining a course of action dealing with a present educational problem.¹

¹William Wiersma, Research Methods in Education (Philadelphia: J. B. Lippincott Company, 1969), p. 297.

In the book, The Modern Researcher, Barzun indicates that history plays an important role in the lives of mankind. One would have difficulty functioning without historical materials being placed in historical form. Barzun states that "Theoretically, everything we can think of has its history and belongs to it. For a whole society to lose its sense of his ry would be tantamount to giving up its civilization."²

Significant contributions can and should be made through historical research. It is most important that past histories be chronicled into useful sources of one's dealings with others. This collecting and describing of history must be accurate to be of use. In Van Dalen's book, Understanding Educational Research, this same philosophy is found:

Today, historians strive to recreate the past experiences of mankind in a manner that does no violence to the actual events and conditions of the time. They collect, examine, select, verify, and endeavor to interpret and present those facts in an exposition that will stand the test of critical examination Modern historical research is a critical search for truth.³

The recording of history and the method by which an historical research is carried out must be directional. A collection of materials that is unrelated or loosely connected is of no significant value. Wiersma points out that after the problem has been sufficiently identified and the hypothesis formulated, the historian becomes involved in the following procedures: (1) the collection of source materials, (2) subjecting these materials to a critical evaluation as to their trustworthiness, (3) synthesis of the information from the source materials, (4) interpreting and drawing conclusions.⁴

²Jacques Barzun, The Modern Researcher (New York: Harcourt, Brace and Company, 1957), p. 53.

³Deobold B. Van Dalen, Understanding Educational Research (New York: McGraw-Hill Book Co., 1966), p. 177.

⁴Wiersma, p. 293.

Wiersma also clarifies another aspect concerning the method of historical research:

Since historical research involves a description of past events, there is no possibility of control or manipulation of variables in the experimental sense. The aspect of critical inquiry is an important part of historical research. As control and manipulation of variables are essential to the experimental approach, so critical inquiry is essential to historical research.⁵

Related Literature

As stated earlier, each particular history is uniquely different in its development, function, and clientele. There was very little literature related to the history of Utah's three area vocational centers. Of most benefit to this study were the board meeting minutes of each vocational center. These minutes traced the growth of each respective center, on a monthly basis, from the first board meeting to the present, and were valuable sources of reference for names and dates which proved useful in tracing the development of each center.⁶

Toward the latter part of 1975 the three area centers were commissioned to prepare a paper on the mission and role of their respective centers. The resulting papers were useful in supplying historical information and information relative to the role of future development.⁷

On December 8, 1972 the State Board of Education, through Superintendent Walter D. Talbot's office, produced a manual entitled

⁵ Ibid., p. 289.

⁶ Minutes of the Board Meetings of Sevier Valley Tech, Uintah Basin, and Bridgerland Area Vocational Centers. (Files of each Vocational Center, Richfield, Roosevelt, Logan.)

⁷ "Role and Mission" (Files of each Vocational Center, Richfield, Roosevelt, Logan, and State Office, Salt Lake City, Utah.)

"Governance and Relationships/Area Vocational Centers." This document, in addition to the governance policies of the three centers, contained early background, thoughts, and development of the area centers before they were designated as such.⁸

Offering some assistance to this historical development is a study put together by the Utah State Board of Education, Vocational Technical Division, under the direction of Superintendent T. H. Bell. This study entitled "The Relationship Between Cache Valley Vocational Center and Cache School District - Logan School District and Utah State University" is on file at the State Board of Education.⁹

The Utah Coordinating Council of Higher Education in January of 1963 submitted to the 35 Legislature a report on the "Feasibility of a Vocational School in Sevier County, Utah." This document laid much of the groundwork for the present center at Richfield, Utah.¹⁰

Other sources of literature are "Northwest Accrediting Manual" for UBAVC and SVTAVC;¹¹ the Five-Year Plans for each vocational center;¹² and the records of the various school districts involved.¹³ These

⁸Governance and Relationships/Area Vocational Center (Utah State Board of Education, Superintendent Walter D. Talbot, Salt Lake City, December 8, 1972).

⁹State Board of Education, "The Relationship Between Cache Valley Vocational Center and Cache School District - Logan School District and USU" (State Board of Education, Vocational-Technical Division, Salt Lake City).

¹⁰Utah Coordinating Council of Higher Education "Feasibility of a Vocational School in Sevier County, Utah" (Sevier Valley Tech, Richfield).

¹¹Northwest Accreditation self evaluation report 1974 UBAVC; 1975 SUTAVC (Roosevelt and Richfield).

¹²Five Year Plans - 1972-76 (Logan, Richfield, Roosevelt).

¹³School District records for Logan, Cache, Rich, Box Elder, Duchesne, Uintah, Daggett, Sevier, Piute, Wayne, South Sanpete, Grand, San Juan, and Davis.

sources have some information pertaining to the respective centers and schools. However, most of it was of little help in this study and at times, not readily accessible. Two other source materials that were most helpful were the course catalogs and brochures of each center and school¹⁴ and the file records of each center and school.¹⁵ Both local and state newspaper clippings offered some assistance in the development of this study.¹⁶

The minutes of the Utah State Board of Education meetings, held monthly, were extremely valuable to this historical development.¹⁷ These minutes offered specific dates for and approval for various events at the three centers and three schools. In 1972, Loren Martin completed an all-inclusive study concerning the feasibility of a vocational center for San Juan County.¹⁸ This dissertation project, funded by the State Board of Education, offered some valuable related information to this historical study.

In 1972 the Utah State Board for Vocational Education published a report by the Four Corners Commission (evidently compiled as a result of Loren Martin's work) which dealt with the planning of a vocational

¹⁴SVAVC, UBAVC, BAVC Course Catalogs, 1971 to 1976. Moab, San Juan and Davis class offerings.

¹⁵File records for misc. items at each center and school.

¹⁶Salt Lake Tribune, Deseret News, Logan Herald Journal, Salina Sun, Richfield, Reaper, Davis County Clipper, The San Juan Record, The Times-Independent.

¹⁷Minutes of the monthly board meetings for the Utah State Board of Education, Salt Lake City, Utah.

¹⁸Loren Martin, "An Analysis of Area Interests and Employment Projections with a Recommended Program of Study and Educational Specifications for an Area Vocational Center for San Juan County, Utah", Dissertation, Utah State University, Logan, Utah 1972.

center at Blanding, Utah.¹⁹ The report, similar to Loren Martin's also offered valuable assistance to this study. A report entitled "Final Report, Moab Area Vocational Center" and submitted in compliance with provisions between the Utah State Board for Vocational Education and the Four Corners Regional Commission, was completed in December of 1970.²⁰ It was developed by LeRoy Bunnell, Project Coordinator, with cooperation of the Grand County school officials and the Utah State Board for Vocational Education. It also offered a great deal of specific information that proved valuable to this historical development.

Also of significance to this study was literature written at the national level. These sources offered information relative to national events that assisted in the formation of area vocational centers and schools. Melvin L. Barlow's History of Industrial Education in the United States traced the growth and development of industrial education in the United States.²¹ His book provided information pertaining to the heritage and influence upon recent vocational happenings in the United States. Foundations of Vocational Education by Rupert Evans related information concerning vocational education and how various philosophies have

¹⁹"Four Corners Commission Report of Planning Project, Blanding Area Vocational Center, Planning Grant, Phase II, Project Grant #411-114-034." (Utah State Board for Vocational Education, Salt Lake City, Utah, 1972).

²⁰"Final Report, Moab Area Vocational Center, Moab, Utah." (State Board for Vocational Education, Salt Lake City, Utah, December 1970).

²¹Melvin L. Barlow, History of Industrial Education in the United States (Peoria: Charles A. Bennett Co., In., 1967).

assisted the growth of the area concept.²² Evans identifies critical problems and issues and their interrelationships. In doing so, he provides the kind of insights and understandings essential to building proper foundations to vocational education. Rupert Evans, along with Garth Mangum and Otto Pragan developed the booklet Education for Employment: the background and potential of the 1968 vocational education ammendments.²³ Garth Mangum also wrote Reorienting Vocational Education²⁴ and The Economic Education of Vocational Educators.²⁵ These three sources of literature offered pertinent information relative to the autonomy of the individual states to develop area centers and schools based on State Plans. These writings also discuss some of the inherent problems of vocational education in the United States such as inefficient programs being taught in newly constructed facilities.

The United States Office of Education also had literature relating to the area center concept. Organization and Operation of a Local Program of Vocational Education offered invaluable assistance for organizing and operating a total vocational program.²⁶ The book deals

²²Rupert Evans, Foundations of Vocational Education (Columbus: Charles E. Merrill Publishing Co., 1971).

²³Rupert Evans, Garth Mangum, Otto Pragan, Education for Employment: the background and potential of the 1968 vocational education ammendments (Ann Arbor: Institute of Labor and Industrial Relations, 1969).

²⁴Garth L. Mangum, Reorienting Vocational Education (Ann Arbor: Institute of Labor and Industrial Relations, 1968).

²⁵Garth L. Mangum, The Economic Education of Vocational Educators (Columbus: The Center for Research in Vocational and Technical Education, 1969).

²⁶United States Office of Education, Organization and Operation of a Local Program of Vocational Education (Columbus: Ohio State University, 1968).

with the social and economic impact of maintaining, establishing, and improving programs of vocational education. Two other important pieces of literature by the United States Office of Education were the 1963 Vocational Act²⁷ and the 1968 Amendments.²⁸ These were the guidelines by which each state was given the autonomy to establish area schools.

Max Enginger wrote the pamphlet, The Process and Products of T. and I. High School Level Vocational Education in the U.S.²⁹ The information in his pamphlet relates to high school vocational education throughout the country. It provides placement information and indicates that schools with placement services offer better vocational programs. Magazine articles by Michael Russo, "The What and Why of the Area Vocational School"³⁰ and Thomas R. White, "The Area Vocational School, an Emerging Institution"³¹ relate information concerning the role of the area vocational schools. These articles make some comparisons of selected activities in various states as to the setting up of area schools.

²⁷United States Office of Education, Congressional Record, 88th Congress, Vol. 109, No. 159, 160, Washington, D. C., 1963.

²⁸United States Office of Education, 90th Congress, Public Law 90-576, Washington, D.C., October 16, 1968.

²⁹Max Enginger, The Process and Product of T. and I. High School Level Vocational Education in the U.S. (Pittsburg: American Institute for Research, 1965).

³⁰Michael Russo, "The What and Why of the Area Vocational School," *Industrial Arts and Vocational Education*, 54 (9): 28-30. November 1965.

³¹Thomas R. White, "The area vocational school, an emerging institution," *Phi Delta Kappan*, 53 (3): 189-191. November, 1971.

CHAPTER III
HISTORICAL BACKGROUND

It is common knowledge that education in Utah is an intrinsic function of the State. It is also evident that education and the development of the State parallel one another. The Mormon pioneers, upon entering the great Salt Lake valley, set up schools to educate their youth. Since that time schools throughout the state have been established- Bridgerland, Sevier Valley, and Uintah Basin Area Centers, as well as the Moab, San Juan, and Blanding Area Vocational Schools are six such schools established to meet vocational needs. Perhaps one of the goals of the State in establishing schools may be summed up on the cover of the Utah Educational Review for the month of January-February 1969:

Men are men
before they are lawyers
or physicians
or manufacturers;
and if you make them
capable and sensible men
they will make themselves
capable and sensible
lawyers and physicians.¹

Gaining an education today is one of the most important things that we can apply to our lives. People are, indeed, people before they are anything, and if we make them capable and sensible people, we will all be serving tomorrow better than we know.

¹John Sturart Mill, "Cover Page," Utah Educational Review, 62:3, January-February, 1969.

It has been one of the goals of vocational education at Utah's six area centers and schools to make students capable and sensible in the knowledge, skill and understanding that they acquire through course work. This goal, and many others, has been a part of vocational education in all generations. Embedded deeply into the historical past are the roots of the vocational education program at the Bridgerland, Uintah Basin, Sevier Valley, San Juan, Moab, and Davis institutions. The Greek and Roman eras, the Middle Ages, the Renaissance and the Reformation all had an impact upon vocational education. Great educators such as Ben Johnson, Johann Pestalozzi, Aristotle, John Ruskin, Friedrich Froebel, and John Locke left their mark upon Vocational education. "The origin of industrial (vocational) education is lost in antiquity, but ancient nations obviously depended upon forms of industry and upon craftsmanship for economic and civil survival."² (Parenthesis added.)

Barlow further states that in the sixteenth and seventeenth centuries theory was provided for in vocational education and that in some instances industrial-related instruction was included. "In the nineteenth century, positive gains of lasting significance were made in the utilization of the elements of industry in education."³ It was during this period of time that the Sloyd, Manual Arts, and Manual Training program became extensively used in America. These influences made great contributions to the already existing apprenticeship programs and other systems that furthered vocational education. Pio-

²Melvin L. Barlow, History of Industrial Education in the United States (Peoria: Charles A. Bennett Co., In., 1967), p. 27.

³Ibid., p. 28.

neer work in establishing vocational education was developed on many fronts.

As industrial development continued to increase in the economic life of America, a greater need for vocational education was evident. To meet this need vocational education programs were expanded and trade programs were begun. In many instances the government provided colleges and other institutions, as a result of the Congressional Acts passed, with funds which aided the program and also helped to give vocational education a better image in the eyes of the public.

The Federal government has given support and encouragement to education since the early days of its history, and vocational education was one of the first areas of education to receive the benefits of direct funding from Federal legislation intended to stimulate its development and existence.

Although many events transpired before 1917, nationwide impetus was given to vocational education through the passage of the Smith-Hughes Act in 1917. Most of the structure of vocational education today is a result of the Smith-Hughes Act. As vocational needs arose nationally, Utah also was encompassed by those same needs. Educators in Utah, paralleling national trends, were also concerned with the great need to meet vocational concerns on all fronts. With the passage of the 1963 Vocational Education Act, Utah, as well as all states, received some of the much needed assistance to further develop and promote vocational education. This Act provided for the construction of facilities and ancillary services and activities to assure quality in all vocational programs. The development of area centers and schools in Utah began to be more of a reality to those concerned vocational

educators. Pilot programs for area centers in Utah began to serve the needs of the surrounding communities. The 1968 Amendments gave real vitality and thrust to existing programs and greatly projected Sevier Valley Tech, Uintah Basin, and Bridgerland Area Vocational Centers into legislative approval and, more importantly, existence. Because of Bridgerland, Uintah Basin, and Sevier Valley being state schools, owned and operated by the State of Utah, they have greatly benefited from government aid.

Federal legislation has not only helped to finance the vocational programs in Utah, and the United States, it has also determined and established priorities of service and standards of service, and has tended to shape the nature of state and even local programs.

All six area vocational institutions in Utah began their operation in a like manner- -as area vocational centers (district), under district supervision. However, legislative approval was given in 1971 designating Sevier Valley, Uintah Basin, and Bridgerland as Area Vocational Centers, and under State control.

People have always had to cope with change. Throughout history there have been continuous changes in education and technology which have influenced, at all times, human culture. These changes have affected peoples' abilities and efforts to secure or produce a livelihood.

During all of human history, until quite recently, the pace of technological change was slow with much overlap from one generation to the next in social, cultural and economic patterns All this is changing rapidly. We happen to live in a time when the always accelerating pace of technological change is able to produce rather complete changes in the nature of an occupation within the span of a few years.⁴

⁴United States Office of Education, Organization and Operation of a Local Program of Vocational Education (Columbus: Ohio State University, 1968), p. 5.

Vocational education, through the use of vocational education institutions, assists in meeting the needs of rapid changes in the society and culture of today.

Schools take root in a country and are very much influenced by the pattern of culture predominating at the time of their development. The character and ideals of the people have a profound effect upon the program which is established. The State of Utah from the very beginning has been interested in education. The pattern of culture in recent years has indicated a great need for a vocational education program. Therefore, through school district, State Board of Education and legislative approval, institutions were established in six areas of the State and the history of Area Vocational Centers and Area Vocational Schools in Utah was officially begun.

CHAPTER IV
SEVIER VALLEY, UINTAH BASIN AND BRIDGERLAND
AREA VOCATIONAL CENTERS

The concept of the Area Vocational Center on a national level resulted from the passage of the 1963 Vocational Education Act. This act has accomplished much in making vocational education what it is today. While this bill was debated by members of the House and the Senate many comments were brought forth. Senator Abraham Ribicoff of Connecticut inferred that it would be a tragedy for the country if the bill were not passed. Senator Birch Bayh of Indiana said that it was a way of preparing youth for the diversities of the future. President Lyndon Johnson signed the Act into law on December 18, 1963, and commented that this law would assist high school students to stay in school as well as improve the quality of vocational training throughout the nation.¹

Public Law 88-210, or the Vocational Education Act of 1963, as drafted by Representative Carl Perkins and Senator Wayne Morse, was concerned with "programs for people" and had emphasis on serving the youth of this country. On the local level in Utah, this bill had much to offer by way of the establishment of area vocational centers. This bill, along with the later passage of the 1968 Amendments, gave real thrust to the area center concept in the state of Utah.

¹Congressional Record, Vol. 109, No. 159, 160 (Oct. 7, 8, 1963), p. 17839, 17982.

Specific Historical Background

An area vocational center as specified by law is to serve students from a number of participating schools from multi-district areas who have transportation accessibility to the center. Cooperating local boards of education make requests for the establishment of an area vocational center to serve the high school students as well as post secondary and adult students from the multi-district areas. These requests are presented to the State Board for Vocational Education and the State Legislature. The approval for the designation of an area vocational center is given by these same two bodies. All education at any area vocational center is to be less than a baccalaureate level. The three Area Vocational Centers in Utah, Sevier Valley, Uintah Basin and Bridgerland, have all been founded upon the above listed criteria. In Richfield the Sevier Valley Area Vocational Center (SVAVC) serves Sevier, Wayne, Piute and South Sanpete School Districts. In Roosevelt the Uintah Basin Area Vocational Center (UBAVC) gives assistance to Duchesne, Uintah, and Daggett School Districts, while at Logan the Bridgerland Area Vocational Center (BAVC) provides services to Logan, Cache, Box Elder and Rich School Districts as well as to Utah State University.

Political History

Ever since our founding fathers declared our nation's severance from England in 1776 and drafted by-laws with which to govern ourselves, politics has been a guiding force to our American society. Local, State, and National legislative enactments have aimed at promoting vocational education since those early days. Any legislative enactment

grows out of an identified cultural need, whether it be political, economical, or social. These needs are brought before local, state or national legislators, who, in turn, bring about the necessary political action. All three Area Vocational Centers in Utah were established as a result of cultural needs that brought forth the proper legislative designation to become state administered Area Vocational Centers.

During the 1960's the Utah State Board for Vocational Education designated three area vocational centers, in selected parts of rural Utah, to provide expanded vocational opportunities for high school students and adults.²

These centers were established in Richfield, Roosevelt and Smithfield, adjacent to the local high schools of Richfield, Union and Skyview respectively. The Area Vocational Centers were developed in cooperation with the surrounding school districts in each area and under the control of the local school district.

Their major purpose was to serve the needs of high school youth ... from the general geographic area within a reasonable traveling distance. Incidental to their establishment was the education and training of post-high school students ...³

The three centers were operated under this condition until 1971, when the State Legislature placed the three centers under the control and management of the State Board for Vocational Education effective July 1, 1971. (See Appendix A-5 for House Bill No. 171).

Sevier Valley Tech

In the Fall of 1961 the Sevier School District was selected as one

²"Policy Manual for Area Vocational Centers", Utah State Board for Vocational Education, Salt Lake City, Utah, 1977, p. 1.

³Governance and Relationships - Area Vocational Center, State Board of Education, Salt Lake City, Utah, Dec. 8, 1972, p. 1.

of the pilot districts in the State to operate a vocational education program for high school students. During the first year the only students in the two courses offered were from Richfield High School. In 1962 students, providing their own transportation, also came from North and South Sevier High Schools. In January of 1963 the 35th Legislature was provided with a fifteen page study of the feasibility of a vocational school in Sevier County. This study was prepared by the Utah Coordinating Council of Higher Education in response to the legislative assignment as contained in H. R. No. 10 of the 1961 session of the Legislature. This study relates the feasibility of a school in Sevier County, opportunities for post-high school training, enrollments of Sevier County youth at Utah post-high institutions, desire for vocational training, estimated enrollments, costs, and criteria for establishing a center at Richfield. A possible reason for political action to create a vocational center in the Sevier Valley is given on page fourteen of the study:

While Sevier County is quite remote from facilities for higher education, it's youth are receiving advanced training to almost the same extent as those of the State as a whole. It may be assumed that somewhat greater effort is necessary on the part of the people to this region to achieve post-high school education.⁴

This report apparently gave impetus to future legislative designation.

Early in 1965, through political efforts, the State Board of Education designated the school as an area center to serve Sevier, Wayne, Piute, and Millard Counties. With this designation federal funds became available to construct a newer facility. As the enrollment increased at the Sevier Valley Area Vocational Center, more legislative action was taken to provide for the ever increasing growth.

⁴Utah Coordinating Council of Higher Education, Feasibility, p. 14.

Then in 1971, perhaps the most significant event in its ten years of operation took place. The Area Vocational Center at Richfield was placed under the control of the State Board of Education through the enactment of House Bill 171 by the State Legislature. Center Director, Dewaine Washburn, was one of the State Legislators who sponsored the bill and helped to move it to its adoption.

As this piece of legislation was being prepared for introduction to the legislature, it evidently was not congruent with existing state laws. In a note from George A. Hunt, Intern, to Representative Howard C. Nielson, one of the sponsors of the bill, the following is written:

It would be my opinion that if Rep. Washburn wants to establish a viable Technical School at Richfield, he should construct the bill so that the school is established under the State Board of Education. This would provide for more adequate funding now and in the future and it would also be much more in harmony with the established procedures under Utah State Law.⁵

The original bill was altered and adopted by the 1971 Legislature.

Other political actions within past years have benefited the Center at Richfield. Thirty acres of land were purchased to provide a new campus for Sevier Valley Tech, and the construction of a new facility is nearly complete, as of this writing. All of the political events at all levels have greatly benefited the growth of the Sevier Valley Area Vocational Center.

Uintah Basin

Through legislative action⁶ in 1959, a junior college was authorized at or near Roosevelt. (1963 State School Laws, sec. 53-33-22 thru 27).

⁵Files, Sevier Valley Area Vocational Center.

⁶Keith Bergquist, Board President, Uintah Basin Area Vocational Center, Personal Interview, Roosevelt, Utah, Aug. 18, 1976.

Subsequent legislation authorized funding, but the State Finance Committee ruled against dispersal of funds. One possible reason for this ruling was that Governor Calvin Rampton did not want the Roosevelt School to have junior college status.

A feasibility study was initiated which recommended expansion of extension services and building an area vocational center. The Uintah Basin Center of Continued Education (U.B.C.C.E.).⁷

There was no resistance to establish an Area Vocational Center or a Utah State University extension center, whereas there was for a junior college. Largely through the efforts of Dr. Daniel Dennis, a State Legislator from the Uintah Basin, and Dr. T. H. Bell, State Superintendent, \$350,000 seed money was released in 1967 to construct a facility.⁸ The Duchesne County School District in cooperation with the State Board of Education built the facilities for the Uintah Basin Area Vocational Center.

At the State Board Meeting held June 14, 1967, authorization was given for the establishment of the Uintah Basin Area Vocational Center. Union High School in Roosevelt was to serve as the home base for the center in the Uintah Basin. The State Board would grant \$50,000 - \$100,000 for a facility.⁹ The center began operation and use of the new facility in September of 1968.

The area center concept is to provide vocational training in those skill areas which are not economically feasible in the high school. Governor Calvin Rampton, as Governor of Utah indicated the need for quality vocational education.

⁷ Files, Uintah Basin Area Vocational Center.

⁸ Bergquist.

⁹ Minutes, State Board, June 14, 1967, p. 6425.

I am interested in the future because I am going to spend the rest of my life there. More important, I think, is our need to prepare the way for a quality future in Utah for our children and for their children. This means we have to provide jobs, a quality education, vocational training, better universities, and a chance to find employment in all parts of the state.¹⁰

This type of political philosophy by individuals throughout the State of Utah has greatly assisted in the designation of area vocational centers.

In 1967 the state legislature also appropriated funds for the Uintah Basin Center to be used to train post-high school students. This legislative enactment also benefited the other two area vocational centers in the state. During the 1971 Legislature the UBAVC, as well as Sevier and Bridgerland, was placed under the control and management of the Utah State Board for Vocational Education. Under this new control the UBAVC was to have its own separate Board composed of members of the three supporting school districts within the basin. "In order for area vocational centers to carry out their prime role, they will enter into contracts with districts to provide quality programs for district students."¹¹ The separate board was to see that this role was carried out. Further legislative actions have produced the construction of a much larger and newer facility on twenty-nine acres of land immediately to the south of the original building. It will be ready for occupancy at the start of the coming 1977-78 school year.

¹⁰Marlin Johnson, "Facilities Proposal", Utah State Board of Education, July, 1972, p. 1-2.

¹¹Policy Manual, p. 2.

Bridgerland

In the early 1960's, when additional federal funds were made available for vocational education as a result of federal legislation, there was considerable interest in Cache Valley and at the Utah State University to provide facilities for additional offerings in vocational-technical education.

The U.S.U. made several attempts to set up vocational programs in connection with its total program, and offered to provide housing and facilities for certain types of vocational programs.¹²

Early in 1966 the Utah State Board for Vocational Education invited a team from the George Peabody College for Teachers to make a survey of vocational education in Utah. The study was conducted from a state-wide point of view with concern for state goals, programs and policies rather than for local operations. It was recommended by this committee that Cache County, as well as other counties, develop one of the existing high schools into an area vocational school, or add better vocational facilities to better assist vocational education in the state, both secondary and post secondary. "These area schools are needed to supplement the area school activities now performed by the trade technical institutes at Salt Lake City and Provo and by Richfield High School."¹³

Later that year, Superintendent Bryce Draper, Cache District, met with the Utah State Board at the monthly board meeting on December 9, 1966. Superintendent Bryce Draper indicated that there was a definite need for an area vocational center in the County. Both Logan and Cache

¹²Files, Bridgerland Area Vocational Center.

¹³Vocational Education In Utah, Division of Surveys and Field Services, George Peabody College for Teachers, State Board for Vocational Education, Salt Lake City, Utah, 1966, p. 10.

District would work with Utah State University in the center.

Superintendent Bell indicated that he felt there was a significant group of citizens in the area that are not getting post high school vocational education, and this high school could function like Sevier Valley High School does at the present time.¹²

Another influential study having a direct bearing upon the establishment and setting up of the Bridgerland Area Vocational Center was Dr. William E. Mortimer's study on vocational education in Northern Utah dated June 1967. In this study recommendations were made concerning the employment problems of Cache County as well as the vocational programs, facilities, suggested course offerings, and organization and administration of a vocational school.¹⁵

Cache and Logan School District requested the establishment of an area center for the Skyview High School in Smithfield, Utah. On Wednesday, June 14, 1967 at the State Board Meeting, Dr. Bell recommended the establishment of an Area Vocational Center to be established at Skyview High School in Cache County, to support both local school districts and Utah State University.¹⁶ An Inter-Agency Board was proposed and the center was operated mainly under the jurisdiction of Cache County School District.

In 1971, the Bridgerland Area Vocational Center was placed under State control by the State Legislature, and commissioned to establish its own operating board. This board was established at a meeting held on September 17, 1971, at Smithfield, Utah. The name for the newly

¹⁴Minutes, State Board, December 9, 1966, p. 6336.

¹⁵William E. Mortimer, A Study of Vocational and Technical Education in Northern Utah, Utah State University and Utah State Board of Education, Logan, Utah, June 1967.

¹⁶Minutes, State Board, June 14, 1967, p. 6425.

State controlled center was not always Bridgerland. When first designated in 1967 by the State Board for Vocational Education, it was called the Cache Valley Vocational Center, or the Cache Area Vocational School. Then as both Rich and Box Elder School Districts joined with Logan, Cache and Utah State University, it was decided that a name change was needed. Several names were mentioned as found in various issues of the Logan "Herald Journal." Some of these were: Tri-County Area Vocational Center, Bear River Vocational Region, as well as Cache County Vocational Center. Sam Gordon, Box Elder District Vocational Director, later Bridgerland Area Vocational Center Director, suggested in a meeting that it be Bridgerland since this was the name of one of the nine areas of the state as designated by Governor Rampton.¹⁷ This name- -Bridgerland Area Vocational Center- -was approved by the newly created board on Thursday, October 7, 1971, in a meeting held at Utah State University.¹⁸

Economic History

The Constitution of the United States makes provision for the general welfare of the people in this land. "The economic well-being of the nation is an important concern of all its citizens, and an effective program of vocational education contributes to the nation's economic welfare."¹⁹ If people are trained properly, then they become an essential part of the economic and social progress of the country. President Lyndon B. Johnson said upon signing the 1963

¹⁷Sam Gordon, Personal Interview, Logan, Utah, July 28, 1976.

¹⁸The Herald Journal, Logan, Utah, Friday, October 8, 1971, p. 1.

¹⁹United States Department of Health, Education, and Welfare, Organization, p. 9.

Vocational Education Act that the measure places the United States in position to make a major attack on a most important obstacle to economic growth and productivity.²⁰ The economic well-being in the Uintah Basin, and in the Sevier and Cache Valleys, as well as in the respective surrounding areas, can be greatly enhanced by proper vocational education at the institutions in these areas of Utah.

Sevier Valley

The area surrounding the Sevier Valley Area Vocational Center is sparsely populated. The economy relies heavily upon agricultural production, but industry, trade, services, tourists, and government agencies are fast becoming major segments of the economy. In much of the area the growing season is short because of late spring and early fall frosts. About 83% of the land is government owned, so government agencies are important employers.

The population of the area is approximately 38,000 with Richfield serving as the major center for shopping and other services for Sevier County and much of the outlying area as well. The major industrial plants of the area produce mobile homes, trailer coaches, fabricated rubber products, clothing and apparel, processed turkeys and turkey products, gypsum and beryllium products, prepared animal feeds, flour, and fresh mushrooms.

Transportation services are adequate for the surrounding economy. Even though the total area itself is sparsely populated, a major highway passes through Sevier Valley in its entirety. Railroad and bus services are also readily available, which can and do offer any type

²⁰Barlow, p. 452.

of business or industry the necessary transportation for shipping and receiving.

Uintah Basin

The Uintah Basin consists largely of Daggett, Duchesne, and Uintah Counties. The population of the Basin is approximately 25,000 with the major source of income being agriculture and trade. The Uintah and Ouray Indian Reservation occupies much of the 6500 square mile area. Although agriculture, livestock raising, and timber production have long been major activities, recent years have seen substantial developments in outdoor recreation and reclamation projects.

One of the major happenings as far as the economy goes has been the development of natural resources. "Mineral resources -- oil shale, petroleum, natural gas, gilsonite -- are being explored and developed by major companies on an increasing basis."²¹ The Uintah Basin is traversed by a major highway thus making it readily accessible to major truck and bus lines. This major route connects the Basin to the total intermountain market, with Salt Lake City being 113 miles to the west and Denver, Colorado, being 389 to the east.

Bridgerland

The economic history of the Bridgerland area of the state is more diversified in some ways than that of the Sevier Valley and Uintah Basin areas. The climate more than likely accounts for much of the difference. Cache Valley receives much more rainfall per year than do the other two areas where area vocational centers are located. In the

²¹Johnson, Facilities, p. 154.

earlier history of the Bridgerland area, named after Jim Bridger, fur trapping provided a good living. Today activity stems not from fur trapping but from farming, dairying, small business and industry, and recreation. The recreational aspect parallels that of the Uintah Basin area. Bridgerland presents a tranquil blend of pastoral farmland, high mountain peaks, and shimmering lakes and cool pines.

The city of Logan is found in the center of this area and is Utah's fourth largest city. Aside from the immediate Wasatch Front area of the state, Bridgerland is the most populated area of the state. Logan is the trade center for Cache Valley and surrounding areas. Similar to the other two areas in which area vocational centers are located, the Bridgerland area is also fortunate to have major highway systems. Any type of business or industry can make effective use of the trucking and bussing routes as well as the railroad services. The transportation availability to and from the area is a plus to the economy.

The world's largest swiss cheese factory is found in Cache Valley, as well as the state's third largest University. The student population at Utah State University greatly affects the economy of the area. The entire area prospers as a result of the students.

The accelerating impact of technology has made a direct effect upon the economy nationally and locally. New jobs have been created, old ones no longer exist. This changing economy has brought into existence the need for area vocational centers. These centers, as they have grown and developed in Utah, and the nation, are to have "programs for people" in order that the needs of society are met. Human potential is most important in meeting economic conditions of

today. Rupert Evans relates that, perhaps to assist vocational education to truly meet economic needs, the vocational teachers need to teach economics with their vocational programs, or at least collaborate with those trained in economics.²² The Area Vocational Centers at Richfield, Roosevelt and Logan are in a unique position to accomplish this task so that vocational education will effectively meet the accelerating economic needs of today.

Social History

The impact of social changes has made it clear that vocational education, or any education for that matter, must be expanded and brought within reach of all persons without regard to race, creed, or color. "It is interesting to note that the vocational education acts were developed in their basic structure without ethnic classification."²³ The humanitarian aspect of recent social disorders has brought new emphasis on vocational education. The primacy of the individual is important. Those who lack from obtaining proper education because of socio-economic deterrence, need to have access to vocational education and job placement. Barlow points out that:

... industrial education (vocational education) is a social process and ... its social roots extend back to very early historical periods. Industrial Education (vocational education) performs a social function in interpreting the industrial environment, in assisting students to take full advantage of the impact and influence of technology, and in providing experience in basic industrial skills of value in the culture moves of contemporary society.²⁴ (Parenthesis added).

²²Rupert Evans, Foundations of Vocational Education (Columbus: Charles E. Merrill Publishing Co., 1971), p. 123.

²³Barlow, p. 484.

²⁴Ibid., p. 485.

Many prevailing customs, however, make this a rather difficult task to accomplish. For example, the Indian people in the Uintah Basin do not always care to change their social ways or conform to the Anglo ways. This social deterrent gives the Uintah Basin Area Vocational Center a tremendous challenge to assist the Indian needs. This same challenge is not as prevalent at Sevier or Bridgerland.

People associated with the Bridgerland, Uintah Basin, and Sevier Valley Area Vocational Centers often speak highly of the dedicated people in their respective areas. Generally speaking, the higher the proportion of committed workers, the more highly developed the economy. Most people are interested in their own economic and social situation. As a result, most people tend to strive for improvement. Through proper vocational education at Utah's three area vocational centers, Sevier Valley, Uintah Basin and Bridgerland, students can become an asset to the economy by becoming independent economic units with far reaching social consequences that will benefit society as a whole.

Governance

Some type of governing board is found in each educational system in Utah. The members of the various boards, generally five or more members, come from all walks of life. Each area vocational center in Utah, as it was first originated, was under the governance of the local school district. Sevier School District operated the center at Richfield. In Roosevelt, the center was "(under the operation of the Union High School Board composed of representatives of the Duchesne County and Uintah County boards of education and later under the Duchesne Board as sole

operation)."²⁵ Cache County School District operated the center as it began in Smithfield.

Under that early system of governance the Superintendent of each respective district was responsible to the board of education. Each superintendent had staff members under him, one of whom was generally the vocational director for the district. This director generally supervised the vocational program at the center. In 1971 the Utah State Legislature placed the three area vocational centers under the control and management of the State Board for Vocational Education. At that time each center was commissioned to set up its own board separate from the school district board. After the 1971 mandate, the State Board took steps to organize and set up a series of meetings to explain the new governance procedures.

The area vocational-technical centers shall be under the control and management of the State Board for Vocational Education. The Board shall have authority to prescribe courses, limited to vocational, technical, and related education, to award post secondary education credit for successful completion of all programs as prescribed by the Board, to maintain a record of training for each student, and to verify the training to other educational institutions and prospective employers.²⁶

The board governing the individual area center is subject to the general control of the State Board for Vocational Education.

Sevier

In the initial stages of the Sevier Valley Area Vocational Center, Sevier, Wayne, and Piute School Districts were involved in setting up the organizational pattern for governance. These districts decided to use existing board members from each of the school districts to comprise

²⁵Utah State Board, Governance, p. 1.

²⁶Policy Manual, p. 2.

the area center board. "Agreement was reached with those participating to have the following representation on the Center Board: Sevier School District - 3 members; Piute School District - 1 member; Wayne School District - 1 member."²⁷ As other school districts joined and sent students to the Center at Richfield, then that district would also be represented by one member, and Sevier District would add one more up to five such members. A member of the State Board Staff was also to serve as a non-voting member. The original members of the Board were: Myron Madsen, Floyd Johnson, and Dan Manning of Sevier; Keith Dalton of Piute; and DeVon Nelson of Wayne.²⁸ As South Sanpete School District joined, Kenneth Glover of Sevier and C. Dewey Lund of South Sanpete became new members. The State Board of Education approved the organization, initial action, budget, and proposed program and staff on August 20, 1971.²⁹ This organization is in existence today. Only different members of the Board may vary from the original members.

Uintah Basin

As pointed out earlier, the governance at Union High School, where the Uintah Basin Area Vocational Center is located, was at one time under a board composed of both Duchesne and Uintah School Districts. The reason being was that Union High School served both school districts. Later, the center was placed under the control of the Duchesne Board of Education. Concerning the governance of the Center up to 1972 when the State Board became the controller, the following is recorded:

²⁷Governance, p. 3.

²⁸Files, Sevier Valley Area Vocational Center.

²⁹Minutes, State Board, August 20, 1971.

Union High School and the Uintah Basin Area Vocational Center are separate organizations yet they are much one and the same since the large majority of the pupils attending the Uintah Basin Area Vocational Center are regular school pupils of Union High School. Because of this factor the organizations cannot be completely separated. This united-separation of function calls for a maximum cooperation effort on the part of the administration of both units.³⁰

This agreement worked very satisfactorily, even though differences existed between the two district boards, and they were often in conflict with one another.

These differences over control made it most difficult to organize a board to govern the Uintah Basin Area Vocational Center. The Duchesne Board had spent a substantial amount of money on building construction and equipment for the facility in 1968. Also, since it was operated in connection with Union High School, the Duchesne Board assumed responsibility for it. The Uintah School District Board of Education, on the other hand, was not willing to forego the opportunity to manage the Area Center even though the control did not extend to the high school. In order to be truly a center as designated by federal law the governing board was to be representative of the area to be served. The Uintah Board felt that despite earlier problems, that both boards could work in harmony since the center would be under State Board jurisdiction.

The State Board of Education finally intervened, with reluctance, stating that it was contrary to their wishes "... that the appropriate way to operate the center would be by minimizing State interference and direction and maximizing local control and administration; ..."³¹ Superintendent Walter D. Talbot of the State Board, proposed to each

³⁰Files, Uintah Basin Area Vocational Center.

³¹Utah State Board, Governance, p. 8.

board separately that the Area Center Board be comprised of two members each from both Uintah and Duchesne Boards and one member from the Daggett County Board which had been extended an invitation to join. Each board accepted the Superintendent's proposition and named its members to the area center board.

The New board was to function as a planning body until July 1, 1972. This was done to avoid a change in the management of the Center during the school year, leaving the management to the Duchesne Board until that time.³²

The first board for the Uintah Basin Area Vocational Center consisted of Dennis Mower and Keith Bergquist of Duchesne District, Verl Haslem and Douglas Lawson of Uintah District, and Richard Webster of Daggett District. Garth Sorenson was appointed acting director. The State Board of Education approved the budget, staff and program at its meeting on December 10, 1971.³³ The Area Center Board is still operated under the same organizational pattern today, with some members being different from the original Board.

Bridgerland

On June 14, 1967, when Skyview High School was designated as an area vocational center to serve Cache Valley, it was also commissioned to have a governing board. It was proposed that this Inter-Agency Board for the Cache Valley Vocational Center have two members from Cache, two members from Logan, two members from Utah State University, and one member from the State Board of Education.³⁴ For a period of about four years there were actually two area vocational centers in Cache Valley.

³²Ibid. p. 9.

³³Minutes, State Board, December 10, 1971.

³⁴Files, State Board.

In establishing the new Cache Valley Area Vocational Center the Board did not 'undesignate' Utah State University as an area center thus creating a situation in which there were two centers operating in the same general area.³⁵

This situation continued until December of 1970 when a review took place. A committee was organized from staff members of those concerned and applicable boards, with Dr. Vaughn Hall, Deputy Superintendent, as chairman. This committee proposed that the area vocational center at Utah State University be merged with the center at Skyview to form only one area vocational center. It was also recommended that the operating board be established to have one member of each participating school board and one staff member from Utah State University.³⁶

The State Legislature placed the area vocational center under state control in 1971. Later that year, on September 17, 1971, superintendents of the Box Elder, Cache, Logan, and Rich School Districts and members of their boards, along with Dr. Richard Swenson and other Utah State University staff members, met with the State School Board and organized the vocational center. As recommended by the previous study committee, the Area Board was made up of five members, with one member from each of the four school districts and one from Utah State University selected to govern the new state operated area vocational center.³⁷ Members of the new board were: Everett Harris, Logan; Clifford Stauffer, Cache; Neill Slack, Utah State University; Norman E. Weston, Rich; and Delores Stokes, Box Elder. The first action of the board was to elect Everett Harris as President, Clifford Stauffer as Vice President, and

³⁵ Governance, p. 5.

³⁶ Ibid.

³⁷ Course Catalog, Bridgerland Area Vocational Center.

approve Dr. Stanley Richardson as Center Director. "The State Board approved the appointment along with the proposed fiscal 1972 budget, the staff and proposed program on October 15, 1971."³⁸ This governance format is still applicable today; only the members of the Area Board may have changed.

From a "Functional Chart" prepared by the Vocational Division of the Utah State Board of Education in April of 1974, the following governance and other related information is listed.³⁹ (See Appendix A-1). All three area vocational centers in Utah receive their designation from the State Board for Vocational Education and the State Legislature. Governance and Program Role Designation comes from the State Board for Vocational Education. Both Program Approval and Program Supervision are under a Local Board of Education or Multi-Board as well as the State Board for Vocational Education. Funding is through Federal sources and Legislative Appropriation. Because Sevier Valley Area Vocational Center, Uintah Basin Area Vocational Center and Bridgerland Area Vocational Center are all under the same governance, greater articulation and less duplication is achieved on a state wide basis.

Each specific area center board was created to maximize local control and responsibility, and to minimize state interference and domination. The boards are constituted under authority of the State Board for Vocational Education and are subject to its general control and management.

³⁸Governance, p. 6.

³⁹Files, State Board of Education.

The area center board has the authority and responsibility to develop operational policies for the center and appoint and fix the salary of all employees. It shall adopt an annual budget, approve programs, provide audits, supervise the work and evaluate the performance of the director, and do all things needful for the efficient and economical operation of the center not in conflict with the laws of the state or the policies of the State Board for Vocational Education.⁴⁰

Presently there is controversy over which State Board should control the area vocational centers--the State Board for Vocational Education or the State Board of Regents. This controversy has no direct bearing on this study since the study is delimited to the close of the 1976-77 school year. This governance controversy is discussed here to show existing thought. The controlling board for post-secondary education in Utah is the Board of Regents. However, since post-secondary students attend the three area vocational centers, a controversy exists because the centers are under the jurisdiction of the Board for Vocational Education as per guidelines of the 1971 State Legislature.

A Task Force for Vocational-Technical Education in Utah was organized to study and review the master plan for post-secondary education. The efforts of the task force culminated in the publishing of a pamphlet in June of 1975. This pamphlet provided the impetus for legislation to be prepared for the 1977 Legislature to act upon the recommendation of the Task Force. One item of concern is the placement of the area vocational centers under the State Board of Regents control. "Therefore, it is recommended that all post-secondary vocational (adult) education programs developed at any institution -- including area vocational centers -- be approved by the State Board of Regents."⁴¹ Also of concern

⁴⁰Policy Manual, p. 3.

⁴¹"Master Planning for Post-Secondary Education in Utah", Utah State Board of Regents, Salt Lake City, Utah, June 1975, p. 22.

is that when a post-secondary institute and an area vocational center are in close proximity, that the post-secondary institute exert the leadership role, and that the area vocational center administration be under that of the post-secondary school. The report further recommends that "the primary emphasis at the area vocational centers be training of secondary students."⁴² This report represents much effort, study, and deliberation by Regents, institutional officers, members of the Legislature, and Utah leaders in business, industry, labor, and education.

Other concerns expressed by the various Presidents of the universities and colleges in the state undoubtedly had a bearing on the formation of the aforementioned Task Force. On June 29, 1973, a unanimous statement by the Presidents of member institutions was presented to the Utah State Board of Higher Education which read:

The Presidents of the State's universities and colleges express their deep concern over the creation of area vocational centers as training for post-high school students. We believe that this activity duplicates the work of our community colleges and is one of the principle causes of the significant loss of enrollment in those colleges and the general increase in the cost of education per student in the State of Utah.

We believe that the extensive development of this program under a separate administrative board tends to frustrate the concept of coordination of the state's post-high school education efforts and makes it impossible for the State Board of Higher Education to carry out the legislative mandate of minimizing duplication and making the state's higher education effort more effective and more efficient.⁴³

The governance issue concerning the area vocational centers is of great concern to many individuals throughout the state.

⁴²Ibid., p. 23.

⁴³Files, Sevier Valley Area Vocational Center.

Changes and Policies

Whenever change is made at any educational level, that change is considered to be for the good or betterment at that level. Changes at Utah's three area vocational centers have come as a result of mainly political action but other forces such as economy, society, and professionalism have brought forth changes. All of these changes suggest increased stability for vocational education which allows for better planning and development of quality programs to meet the needs of students, both youth and adults.

Sevier Valley

Originally, Sevier Valley Tech was begun in 1961 as a pilot program in the Sevier School District. It was begun at the request of the legislature. After about four years of continual growth, the State Board designated the school as an area vocational center to serve the surrounding counties. The center was still under Sevier School District control at that time. Perhaps the most significant change took place in 1971. The State Legislature placed the control of the Sevier Valley Area Vocational Center under the State Board for Vocational Education and provided that their own separate board be established. Until the board could be organized, Sevier School District said that they would continue control as indicated in a letter to Dewain Washburn from Superintendent Lamont Bennett:

The State Board of Education is desirous at the present time of continuing the operation of the SVT as an area school as presently operated and under their direct control. The board unanimously agreed that in the future every opportunity should be capitalized on for the growth and development of the school.⁴⁴

⁴⁴Files, Sevier Valley Area Vocational Center.

The editorial page of the Richfield Reaper perhaps offers an excellent reason for the center being placed under State Board control.

Previously, the school was operated as a part of Sevier School District, but last winter ... it was agreed that the school would be transferred to state operation to allow a greater expansion and provide for acceleration for those completing courses.⁴⁵

Shortly after being placed under State control it was mentioned that possibly a name change should take place. At the Area Vocational Center Board meeting held on January 6, 1972, various names were discussed. Such names as Mid State Vocational School, Central Utah Tech, Central Utah Vocational Area Center, were mentioned. However, at the February 17, 1972 Board meeting, Dewain Washburn reported that Superintendent Walter Talbot recommended no name change because the center was so well established under the current name.

Facility changes have also had an effect upon the center as it has grown. Richfield High School facilities have been used along with rented space at various places in Richfield. Remodeling at Richfield High School created more space for conducting vocational programs, and now a new facility is just being completed on thirty acres of ground that will house all programs under one roof. This will be ready for the coming 1977-78 school year.

The policy that governs any organization is important. On a statewide basis, a policy manual has been developed for the area vocational centers. This manual contains a wide variety of policy and regulation pertaining to each of the three centers. Some of the policies in the manual relate to organization, finance, curriculum, staffing, students, certificates, relationships with other agencies; the

⁴⁵Editorial, The Richfield Reaper, July 29, 1971.

State Board of Education and local education agencies, Area Center Advisory Council, evaluation, placement, credit, and new programs.

In order to minimize state control and maximize local control, policies are created at the local level. When the center was operated by the Sevier School District those policies and regulations of the district applied to it. As Sevier Valley came under State control then the center's own policy needed to be adopted in cooperation with the school districts participating at the center. Sevier Valley's adopted policies are generally similar to those found in the State Policy Guide, only local application has been given. Students can readily find those general policies in the front of the course catalogs.

Some of the more specific policy and often philosophy is found in various minutes of the area board meetings. For example, throughout the minutes, policy can be found that suggests that cars can be worked on in the auto shop, repaired, and then bid out to make money for the auto programs. However, it is specifically pointed out that no faculty member should be allowed to repair cars and sell them for their own profit. "Jobs taken into the shop should fit in with their (the institution's) teaching curriculum;" and that "the policy of having school employees request permission of the Board to have repairs done if the cost is over \$25.00"⁴⁶ would be maintained. The policy of the Building Construction Program was similar to the auto shop policy in that the students also built and sold items for profit to use in that program.

⁴⁶Board Minutes, Sevier Valley Area Vocational Center, August 10, 1971.

The Cosmetology program also caused some sources of concern; particularly with the public. Barbers in the area complained about the Center cutting boys hair at the school. Director Washburn contacted the State Business Regulations and found cosmetologists at the center could cut hair according to a court order issued.⁴⁷ Also, at the May 20, 1975 Board Meeting, Walt Ulrich reported that it was illegal by the State Licensing Agency to take the Cosmetology course to Wayne and Piute High Schools.⁴⁸ The necessary policies were written by Sevier Valley Tech officials to be in compliance with existing State codes.

It is also interesting to note in the minutes of one of the first board meetings for the newly established SVAVC board, it is written that employees of the Sevier Valley Area Vocational Center were not to have other employment. Devon Nelson, Board member from Wayne District stated in this policy "that neither administrators nor teachers should have businesses outside the school, that their interests are not at school but are someplace else."⁴⁹ It was also pointed out in the same meeting that the teachers in the Sevier area cannot be expected to be paid the same as teachers in the Salt Lake City area. Examination of salary schedules indicates that Sevier Valley Tech teachers are paid less than teachers in the Salt Lake City area.

Policy on credit was also of concern to the Sevier Valley Tech Board. A letter from Superintendent Walter D. Talbot to Dewain Washburn dated June 26, 1974, indicated steps to take on giving credit

⁴⁷Ibid., May 16, 1974.

⁴⁸Ibid., May 20, 1975.

⁴⁹Ibid., August 19, 1971.

for courses, and that the Board for Higher Education should be consulted.⁵⁰ On February 21, 1975, at the monthly board meeting, Walt Ulrich reminded the Board that there was no authorization to grant post-secondary credit and that programs at the center be called Adult Education not post-secondary. At the September 16, 1975, Board Meeting for the Area Vocational Center, the Board adopted a position paper requesting that the State Board for Vocational Education take the necessary steps and action to authorize "the awarding, recording, and certifying of post-secondary credit."⁵¹ Then, in the December 15, 1975 Board Meeting, Walt Ulrich issued policy on credit as adopted by the State Board of Vocational Education on December 18, 1975. Proficiency certificates only were to be given. (See Appendix A-7 and A-8.) The Sevier Board then moved to apply pressure to change the State Board policy.⁵² At this writing the State Board policy has not been changed.

Uintah Basin

On June 14, 1967, the State Board for Vocational Education gave authorization for the operation of an area center at Roosevelt. This Uintah Basin Center was operated by the Union High School Board and was composed of representatives from both Duchesne and Uintah Counties. This arrangement was rather unsatisfactory and was later changed by agreement so that the Duchesne School District controlled the center

⁵⁰Files, Sevier Valley Area Vocational Center.

⁵¹Minutes, Sevier Valley Area Vocational Center, September 16, 1975.

⁵²Ibid., December 19, 1975.

with the Uintah District contracting services from the Duchesne Board. In 1971 the Uintah Basin Area Vocational Center was placed under state control and had its own separate board composed of members of participating school districts. The first board meeting under Utah State Board control was held January 11, 1972, to organize and consider various directors and policies in relation to their new assignment. Some of the first items discussed were board organization, meeting schedule, budgets, relationships with school districts, fees to be charged, and criteria for a director.⁵³

The Uintah Basin Area Vocational Center Board has developed its own policies that govern the center. These parallel rather closely the policies as used in the three participating school districts. The vocational center is also under policy of the Utah State Board for Vocational Education for which a Policy Manual has been developed to govern all three Utah Area Vocational Centers. General guidelines are given in the manual as previously outlined.

High school students are to receive prime time and preferential services. The Center is to provide vocational courses which can be operated more economically and efficiently than having each high school in the geographic area offer such classes.⁵⁴

This type of policy also applies to the other area vocational centers in the state as well. Before the center was placed under state control it was more oriented to exploratory purposes. After coming under state control the goal and policy of the center was to be more job oriented

⁵³ Minutes, Uintah Basin Area Vocational Center, January 11, 1972.

⁵⁴ "Role and Mission", Uintah Basin Area Vocational Center, p. 3, June 1976.

in its training and to provide update and skill training.⁵⁵ Students in some of the classes have been used to provide some of the needed work in and around the center. A chain link fence has been put up and items have been built that benefit the center as a whole.

Staff and board members at the Uintah Basin Center do not exhibit the same concern over credit as do those members at the Sevier Valley institute. In the October 28, 1975, Uintah Basin Board Minutes, it states that the question of credit has not been a problem at the center. Marlin Johnson, the director, and members of the Board do not want to offer credit. Dr. David Gailey, of the State Board, also stated that it would create problems to start offering credit for classes. They decided that the situation is now successful and that the center should continue as it is.⁵⁶ Keith Bergquist indicates that both the Uintah Basin Area Vocational Center and the Utah State University Extension can work compatibly for either non-credit or credit as well as for undergraduate or graduate credit should the situation arise.⁵⁷

As discussed earlier, some people desire that the three area vocational centers be placed under the control of the State Board of Regents. Should this happen, then the Uintah Basin Area Vocational Center will become more post-secondary oriented. Marlin Johnson related that this move towards the Board of Regents control is more political in nature and not what is necessarily best for the people of the area. His job is to operate the center successfully as per

⁵⁵ Bergquist.

⁵⁶ Minutes, Uintah Basin Area Vocational Center, October 28, 1975.

⁵⁷ Bergquist.

the guidelines of the Legislature, regardless of the direction or leadership role that Legislation provides.⁵⁸

Bridgerland

The desire to establish an area vocational center in Cache Valley was expressed by many people during the mid 1960's. After much discussion, planning and surveying by concerned individuals, the State Board of Education designated a center for Cache Valley, at Skyview High School, on June 14, 1967. The center was under the direction of the Cache County School District. The Cache District gave direction to the center until the State Board was given control by the 1971 Legislature. With this designation of control, a separate board was established to determine the policy and happenings of the new center. The "Policy Manual" as developed by the State Board for Vocational Education offers much assistance by way of guidelines to the Bridgerland Center. The state policy along with the policy as developed by the Bridgerland Area Vocational Center Board determines the spectrum of events that develop at the center.

Name changes have occurred at the Bridgerland Area Vocational Center also. As the center was first established in 1967, the names of Cache Area Vocational School⁵⁹ and Cache Valley Vocational Center⁶⁰ were given to it. Several other names were also mentioned. It was not until the Thursday, October 7, 1971 Area Center Board Meeting that the name Bridgerland Area Vocational Center was adopted.

⁵⁸Marlin Johnson, Personal Interview, Roosevelt, Utah, August 19, 1976.

⁵⁹Files, Cache County School District.

⁶⁰Files, State Board of Education.

The location of the main office for the area center has changed during its ten years of existence. At first the center was located at Skyview High School in Smithfield, Utah. It was housed at Skyview for about one year. Because much of the program located in Logan, and space was needed at the high school, the area vocational center's office was moved to the Logan School District's central office. In October of 1974, Director Sam Gordon, moved the Bridgerland Area Vocational Center offices to the old Nelson Fieldhouse on the Utah State University campus.⁶¹

Administration and Staff

The administration and staff of any vocational education institute are most important. The personnel involved in vocational education can "make or break" the program. Therefore, each staff member should be selected on the basis of personal, professional, and occupational qualifications, "Because of the frequent necessity for on-the-job development of vocational personnel, their capacity for such development becomes as important as the actual skill and training which they may possess when they are employed."⁶² A staff is effective and productive when each member is well qualified to carry their own share of a common task or goal.

Providing proper leadership to a vocational program is important. There is no question but that there is a grossly inadequate supply of adequately prepared administrators for vocational education.⁶³

⁶¹"Role and Mission" Bridgerland Area Vocational Center, p. 9.

⁶²United States Office of Education, Organization, p. 51.

⁶³Evans, p. 273.

Recently the federal government has attempted to improve the pool of potential leaders by providing fellowships, stipends, and internships. These programs for improvement of vocational education should have a direct bearing on the quality of all vocational offerings at any institution. Utah's three area vocational centers at Richfield, Roosevelt, and Logan have most often been benefited by proper training of all employees at each of the centers.

Sevier Valley

The administration of the Sevier Valley Area Vocational Center is under the direction of an area board as specified under state laws. The State Board for Vocational Education offers some guidance, but mostly local autonomy prevails. Dewain Washburn was approved by the State Board as the Director of the Center on August 20, 1971. However, prior to being placed under State Board control, Mr. Washburn was also the Director while it was being operated by Sevier School District. He began at the Tech in 1963 as the drafting instructor.

The administration of the Sevier School District has not always been compatible with some of the happenings at Sevier Valley Area Vocational Center. Superintendent LaMont L. Bennett, when he was Superintendent of Sevier School District and controlled the proceedings at the Center, had an excellent working relationship. However, three events apparently reversed the feelings and the working agreement between the center and the school district. Dewain Washburn was elected to the House of Representatives, and as a representative assisted in the authorship of a bill to place the area vocational centers under State Board of Education control. He was also interested in the awarding of credit for courses at the Center. Superintendent

Bennett became upset and told Mr. Washburn not to pursue it further.⁶⁴ The feelings have changed as of recent years, possibly due to a change in the Superintendent's office. Superintendent Leland Teeples says that the working relationship between the Sevier School District and the Sevier Valley Tech is excellent. "They are assisting in fulfilling our student needs, and they provide courses that we cannot provide. that are most beneficial."⁶⁵

Since records for the earlier years of the Sevier Valley Area Vocational Center's sixteen years of existence are not readily accessible, it is best not to list each staff member and the accomplishments of each one. Some members might be missed or someone slighted. The most complete and accessible records concerning staff members are available since being placed under State Board control. However, since many individuals gave valuable assistance to rudiments of existing programs, staff members will not generally be mentioned in this study.

The administration and staff of the Sevier Valley Area Vocational Center have compiled many years of teaching and occupational experience that relate directly to their individual and joint assignments. The instructional staff for the thirteen vocational programs that have been taught are giving and have given valuable service to the development of students at the center. The total staff at Sevier Valley Tech is comprised of Administrators, counselors, instructors, secretarial and office help, and building maintenance help. All of those involved

⁶⁴Dewain Washburn, Personal Interview, Richfield, Utah, August 25, 1976.

⁶⁵Leland Teeples, Personal Interview, Richfield, Utah, August 24, 1976.

at the center are hard-working, dedicated members who are interested in the educational pursuits of other people.

Uintah Basin

The Uintah Basin Area Vocational Center is also directed by an administrative board composed of members of the participating school districts. The members of the State Board for Vocational Education offer their advice and direction, but the local board generally has maximum control of the center. The operational board is charged with the responsibility to employ staff to provide quality vocational programs. All personnel at the center are to meet state certification standards.

The first Director for the Area Vocational Center in Roosevelt was George A. Thatcher. His employment began on August 15, 1968, and his contract was given jointly by the Duchesne and Uintah County School Districts. A letter to Mr. Thatcher from Superintendent Thomas Abplanalp, of Duchesne School District on May 17, 1968, verified his employment.⁶⁶ In addition to his duties as Director of the Center, Mr. Thatcher also taught electronics part time. George Thatcher was the Director from 1968 to the close of the 1971 school year. He did not want to direct part time and teach part time. This difference, as well as other differences, resulted in Mr. Thatcher leaving to pursue other interests.⁶⁷

The second Director of the Uintah Basin Area Vocational Center was Garth Sorensen. He had been teaching the automotive classes prior to his appointment. Mr. Sorensen also directed part time and taught auto classes part time. After serving for one year he desired to.

⁶⁶ Files, Uintah Basin Area Vocational Center.

⁶⁷ Bergquist.

devote full time to his teaching in the automotive area and gave up his duties as the director. After being placed under State Board control, the new area board selected Marlin Johnson as the new Director of the Uintah Basin Area Vocational Center, effective July 1, 1972.⁶⁸ In a conversation with Mr. Johnson, on August 17, 1976, he indicated that he actually arrived at the center to become familiar with procedures in March of 1972. Mr. Johnson is presently serving as Director of the Uintah Basin Area Vocational Center. Ron Egan is serving as his assistant along with having other duties.

It is not intended here to list the names of all of those individuals who have offered services at the area center. Too often, feelings are hurt because someone is left out or may not have as much written about them as another individual does.

The current staff of UBAVC includes: an Institutional Director, Instructional Media Specialist, Nursing Director, Sheltered Workshop Director, Field Services Coordinator, Clerk-Treasurer, Placement Counselor, Secretary, Custodian, sixteen contracted instructors, and an average of ten additional part-time instructors.⁶⁹

All employees of Uintah Basin Area Vocational Center have offered or are offering valuable service to the Uintah Basin population. Many years of experience in education and industry have been pooled together at the Center to offer strong and needed vocational services to the area.

Bridgerland

The administration and staff of the Bridgerland Area Vocational Center is organized similarly to the other two area vocational centers.

⁶⁸Governance, p. 9.

⁶⁹Role and Mission, Utah State Board for Vocational Education, p. 1.

The center is controlled by the Utah State Board for Vocational Education and gives direction to the Area Board composed of members of the participating school districts and Utah State University. All employees of the Bridgerland Area Vocational Center are employed without regard to race, sex, creed, or religion.

The Area Board for the Vocational Center was organized on September 17, 1971. "Acting as a duly established operational entity, the Area Center Board ... appointed Dr. Stanley Richardson as Director of the Center. The State Board approved the appointment ... on October 15, 1971."⁷⁰ He was to assume his responsibilities three days later, on October 18, 1971. Dr. Richardson gave service to the Center as it's director for 18 months, at which time he resigned. In December of 1972, his wife had become ill and at the January 1973 Board Meeting he gave notice to the board that he wanted to be replaced by March in order to spend more time with his wife.

Twenty three applications were received by the Board for the Directorship. Sam Gordon, who had served as Vocational Director for Box Elder School District was appointed and replaced Director Richardson in March, 1973.⁷¹

Mr. Gordon served in this capacity until his retirement in the Summer of 1976.

As the Bridgerland Area Vocational Center continued to grow a Placement Coordinator became necessary. This position, because of duties involved, was in many ways an assistant vocational director position.

⁷⁰Governance, p. 6.

⁷¹Role and Mission. Bridgerland Area Vocational Center, p. 9.

In 1974 Gordon wrote a proposal to get enough money from the State Office to support a placement coordinator which was desperately needed. The position was accepted by the legislative budget for 1975. Glen Weight was hired to fill the position and when he was made Director of Education for the U.S. Army at Fort Douglas in October 1975, 33 applied for his BAVC position. Dr. Richard Maughan, an instructor in health at the University of Northern Colorado was hired to replace Weight.⁷²

Dr. Maughan served as the Placement Coordinator for only one year. Upon Sam Gordon's retirement he became the third Director of the Bridgerland Area Vocational Center. He holds this position currently.

Since many individuals have been involved full-time or part-time at the Bridgerland Center over the years, and since some records are not readily accessible, staff members, instructors, and others are not listed by name, other than those mentioned. The staff members are hired on the basis of their practical experience in business, industry, or technical training so that the training at the center will prepare people to work in actual situations. To show the growth and scope of the program the 1975-76 Catalog lists seven full-time instructors and thirty-nine part-time instructors. Many of these are local high school teachers who also render service to the Bridgerland program. The Center also employs counselors, secretaries, accountants, and other service help to assist all phases of education at the Bridgerland Area Vocational Center.

Physical Facilities and Equipment

Federal legislation has made it possible to meet the needs of a well-rounded and balanced vocational program by providing good facil-

⁷²Ibid. p. 10.

ities and proper equipment. "It has long been a basic principle of good vocational education that the conditions, surroundings and equipment of the school should resemble as closely as possible those that the trainee will encounter on the job."⁷³ Valuable opportunities are afforded to students who make wise use of properly furnished facilities. The physical facilities and equipment at Utah's three area vocational centers are generally regarded as adequate and up to date. Bridgerland Area Vocational Center does not have the same type of newly constructed facility to house all programs that Sevier and Uintah Basin have in which to begin school for the 1977-78 school year. Most generally the equipment at Sevier Valley, Uintah Basin, and Bridgerland to be used in teaching a vocational course is of the type and variety found in places where the occupation is practical. This is part of the effort to have all vocational training be as realistic as possible, so that the transition of the student from school to job may be smooth and successful. The newly constructed facilities at Roosevelt and Richfield have been built to achieve an attractive esthetic value as well as a functional result. Both facilities are an asset to their respective communities. Students will be attracted to a vocational center which is modern, attractive, and well-designed, rather than one that is dingy or unattractive. The image of vocational education is greatly enhanced by attractive surroundings, and attitudes, and morale is heightened.

Sevier Valley

The housing for facilities at the Sevier Center has shown continued growth since 1961 when it began as a pilot program for vocational

⁷³United States Office of Education, Organization, p. 67.

education. That first school year, 1961-62, two courses were taught. Auto Mechanics was located in the Forsey Ice Cream Co. plant and Drafting was at Richfield High School. The space at Forsey's was not anywhere near adequate and the equipment was very limited. The drafting equipment was make-shift at the high school. During the 1962-63 year Auto Mechanics was moved to a rented facility at Christensen Machine Shop. Students from North and South Sevier High School furnished their own transportation to attend the courses offered at Richfield.⁷⁴

The growth of Sevier Valley Tech continued.

In the spring of 1963 the advisory committee for vocational education in Sevier County, with the added support of House Bill 63, decided to advise the board of education that they felt a building program for vocational education should be started. With this recommendation the board of education approved the construction of a building to house the electronics and automotive classes. Construction was started and the building was occupied in the fall of 1963.⁷⁵

As the 1964-65 year began, the district also provided bus service to transport students from outlying high schools to the center at Richfield. New Equipment was also purchased for the new offerings in Auto Body and Business Education. The Business course was held at Richfield High School while the Auto Body course was in with the Automotive program in the new shop area.

More funds for the construction of facilities became available in 1965 with the designation of an area vocational center. Funds from the 1963 Vocational Education Act were allocated to help provide space for the ever increasing programs at Sevier Valley Area Vocational Center.

⁷⁴ Files, Sevier Valley Area Vocational Center.

⁷⁵ Ibid.

The District Board of Education approved a \$200,000 building program with \$100,000 of local funds and \$100,000 federal funds. In August 1965 the contract for the building was signed by the board of education. With completion set for February 1966.⁷⁶

These funds were used to provide additional space attached to the Sevier District facilities near Richfield High School. As the new facility was completed, the areas of Cosmetology, Commercial Art, and Building Trades were equipped, and all eight areas of instruction were housed in the newly constructed facility for the opening of the 1966-67 school year.

The next significant facility change took place at the beginning of the 1972-73 school year. At the board meeting held March 16, 1972, authorization was given to rent a facility from Nay Equipment Company, located two miles away from existing facilities. This rented facility was to house Welding and Diesel Mechanics courses for the coming year. Also, it was reported that two diesel engines had been received from Excess Property.⁷⁷

As the growth of the Sevier Valley Area Vocational Center continued, talk of a new campus became more frequently mentioned. The Area Board had asked Dewain Washburn to explore the possibility of a site for a new campus and future growth. At the November 4, 1971, board meeting, Mr. Washburn reported that he had met with the Richfield City Council and asked what direction they would recommend. The Council had responded that where ever the site was located that the City would support it and supply water and power to it.⁷⁸ After

⁷⁶ Ibid.

⁷⁷ Minutes, Sevier Valley Area Vocational Center, March 16, 1972.

⁷⁸ Ibid., November 4, 1971.

examining several possibilities, 18.15 acres of land was purchased from the Church of Jesus Christ of Latter-day Saints at a cost of \$28,132.⁷⁹ Shortly thereafter the State Legislature authorized an additional ten acres to be purchased adjoining the property, thus providing a total area of nearly thirty acres for a new campus.

The construction of a new facility on the thirty acres of land became more of a reality in July of 1973. Governor Rampton sent a letter to Dewain Washburn on July 20, 1973, which gave approval to employ an architect for the new building after the first part of August.⁸⁰ A bonding bill for the entire state, totaling \$20 million, included the area centers as a priority item. Timing was right, funds were available and construction began. The new facility will house all of the programs under one roof and will be ready for the Fall of 1977. There is room to expand for future needs. If another building is needed, it can be built. The new facility offers abundant rewards to those who will utilize it.

Uintah Basin

On June 14, 1967, when Superintendent T. H. Bell designated Union High School in Roosevelt to serve as an Area Vocational Center, he also said that the State Board for Vocational Education would grant \$50,000 to \$100,000 to be matched by the local district to construct a facility to house the programs.⁸¹ Bids were let for

⁷⁹Ibid., August 18, 1972.

⁸⁰Files, Sevier Valley Area Vocational Center.

⁸¹State Board Minutes, June 14, 1967.

the new facility in January of 1968, and the completion date was to be no later than September 2 of the same year. Both the State Board for Vocational Education and Duchesne School District cooperated to build the \$220,000 facility which opened for the Fall of 1968 and was dedicated on October 24, 1968.

The Center was built on property adjacent to Union High School and had provisions for future expansion.

The center facility provides 9,900 sq. ft. of area and was constructed for approximately \$220,000.00. The center was inadequate from the first day, however the planners determined that a minimum facility should be constructed even though limited funds were available.⁸²

Those employed at the Uintah Basin Area Vocational Center made proper use of the small facility. The Director, George Thatcher, was constantly writing letters to various industries for donations to help equip the new facility.⁸³ The intention had been to enlarge the small facility as soon as funds were available. Enlargement did not take place. From the start, the Uintah Basin Area Vocational Center also used a metal shed owned by the Union High School to house the programs of agricultural mechanics, vocational carpentry, welding, and masonry. The 6,000 square foot shed was constructed years before as a temporary building.

On December 23, 1971, superintendent Thomas Abplanalp of the Duchesne School District sent a letter to Walt Ulrich at the State Office stating needs for physical plant improvements at the vocational Center. In order to provide more space in which to offer programs, two additional places were rented. At the June 15, 1972, Area Board

⁸²Johnson, Facilities Proposal, p. 48.

⁸³Files, Uintah Basin Area Vocational Center.

Meeting, Marlin Johnson reported that he had verbally rented Smiley's old building and the space above Christensen's store for upholstery classes and a special Home Economics class for a rental fee of \$200 per month.⁸⁴ Four months later, at the October Board Meeting, Walt Ulrich stated that "People with 'Political muscles' should become involved and 'go all out' to bring new vocational facilities to this area."⁸⁵

Support for a new facility continued to grow and at the Utah State Board for Vocational Education December Board Meeting, Marlin Johnson presented information concerning the need for expansion at the center. An influx of people associated with the oil industry was causing substantial growth to the area and making the already over crowded conditions worse.⁸⁶ In June of 1974 a mobile housing unit was purchased and placed on the vacant area near the Latter-day Saint Seminary Building. This unit was for the Licensed Practical Nurse Course and helped to give needed space to run the program.

For the Uintah Basin Center to continue to grow and yet meet the needs of the students, a new or larger facility was definitely needed. From Marlin Johnson's Facility Proposal the following is extracted:

The continued success of the Uintah Basin Area Vocational Center depends on the creation of a mature campus setting. Tracking programs, attractive and effective facilities, as well as well-planned and managed programs are essential to successful training and placement.

⁸⁴Minutes, Uintah Basin Area Vocational Center, June 15, 1972.

⁸⁵Ibid., October 19, 1972.

⁸⁶Minutes, State Board, December 8, 1972, p. 7969.

The industrial activities and interest in the Basin Area is increasing at a rapid rate. Vocational training facilities for secondary, as well as post-secondary, groups must be provided if we are to attract the primary and supporting industry that is becoming potentially available.⁸⁷

All of the hard work and effort to secure better facilities was brought to the forefront in March of 1974. At the monthly Board Meeting a copy of a letter from Superintendent Walter Talbot to Mr. Glen R. Swenson, Director, State Building Board, indicated that the 40 acre site south of the present Uintah Basin Area Vocational Center was best for the construction of a new facility.⁸⁸ This site was owned jointly by the Duchesne and Uintah Districts and they offered to transfer title of 40 acres to the state for a vocational campus facility.

The building that had been constructed in 1968 was to be given entirely to the Duchesne School District for use of needed space at Union High School. This 19,680 square foot building could be put to use for an industrial arts shop, agricultural lab, home economics space and high school business courses. A new facility is under construction on a 29 acre site just to the south of the present facility. The initial building is 60,000 square feet and will house all current programs offered in the Roosevelt area. All of the leased or rented facilities in Duchesne, Vernal, and Manila will continue to be used. The new building, three times the size of the present facility, will greatly enhance the Roosevelt area and be more of an attraction to students in the area. The new Center, owned by the State of Utah, will open for class work this Fall, the start of the 1977-78 school year.

⁸⁷Facilities Proposal, p. 55.

⁸⁸Minutes, Uintah Basin Area Vocational Center, March 5, 1974.

Bridgerland

One greatly differentiating aspect of the Bridgerland Area Vocational Center from the Uintah Basin and Sevier Valley Centers is that it has never had its own official building in which to offer instruction. The following is indicated in the 1975-76 Catalog:

... the Bridgerland Area Vocational Center uses the facilities and resources that are available in the three county area. Through careful scheduling, the U.S.U. has made available machine shops containing equipment worth a quarter of a million dollars, automotive and welding shops, a computer programming center, a meat cutting lab, a horticulture lab, a graphic arts center, and other classroom and lab facilities. Classrooms and lab facilities at the Intermountain Indian School in Brigham City are used. Excellent building and equipment are available at the six high schools in the area, and facilities are also made available by businesses and industries in the area.⁸⁹

Generally, arrangements are made to use classrooms, labs, shops and other facilities already available at these other institutions. This is not always an easy task. In an attempt to satisfy the needs of the area, Bridgerland cooperates with all of these other existing agencies to bring the needs, resources, and people together, with very little investment, and provides the training where it is needed. By using existing facilities, costs are held to a minimum.

Funds were made available for the construction of a vocational complex at Skyview High School in Smithfield, Utah, during 1968. The Cache Valley Area Vocational School was dedicated on February 10, 1969. This new facility was under the direction of Cache County School District with Irel Eppich as District Vocational Director. The complex was very serviceable from the beginning, but limited in its offerings even to the full time students at the high school.

⁸⁹Course Catalog, 1975-76, Bridgerland Area Vocational Center, p. 3.

Community school classes were offered to patrons in the evenings, but generally for only hobby or other personal reasons rather than job entry preparation. This conflicted with Bridgerland's role.

The B.A.V.C. has no alternative other than to provide facilities which will adequately prepare its enrollees to enter the labor market with necessary skills to meet the employment standards.⁹⁰

An excellent office was provided in the vocational building at Sky View High School but every classroom was filled by students from the high school. Thus, the facility could not be used during the day. After one year at Sky View, Director Richardson moved his office to the Logan Central Office. In the Fall of 1974 Director Sam Gordon moved from the Logan District facility to the vacated coaching offices in the old Nelson Fieldhouse on the campus of Utah State University. The main office is located in the fieldhouse today.

In July of 1972, Stan Richardson sent letters to the Advisory Council members of the Bridgerland Area Vocational Center. The letter indicated Bridgerland's role in the use of available facilities.

The plan is to use the high school facilities as much as possible during the time that they are not being used by high school students. We also plan to make maximum use of the excellent vocational facilities at the Utah State University.

The facilities in the entire area were carefully considered in planning the total program so that there was a minimum of duplication of space and equipment. "Bridgerland should be used to bridge the

⁹⁰ Files, Bridgerland Area Vocational Center, "Five Year Plan".

⁹¹ Files, Bridgerland Area Vocational Center.

gap between secondary programs and employment placement."⁹² Superintendent W. Talbot echoed these same thoughts. He said that the center is needed to make effective "use of high cost equipment in one location for industrial purposes," and that the center will "also allow courses to be conducted in the facilities nearest the people." Dr. Talbot further stated that "The coming thing, and I think part of this is economics, is the demise of separate vocational education programs in the high schools."⁹³

The Bridgerland Area Vocational Center does make use of the facilities that it is allowed to work with. However, having a facility of its own could greatly solve some of the disadvantages encountered.

The biggest limiting factor in the growth of the Bridgerland Vocational Center is its lack of facilities needed to offer vocational education on a full-time basis to all those desiring such training. Prompt attention should be given to establishing a central campus from which to offer the training programs.⁹⁴

As indicated earlier, building new shops and classrooms would be a costly duplication of facilities. If all available services were put to maximum use then greater productivity could be achieved. Sam Gordon indicates that there is no need to build new facilities, and wait two or three years to get in them, when space is available at the Intermountain Indian School in Brigham City.⁹⁵ All things considered, Bridgerland Area Vocational Center does need a home of its own. It has received excellent cooperation from local high schools, Utah State University, and businesses and industries in the area. All

⁹²Role and Mission, Bridgerland Area Vocational Center, p. 11.

⁹³The Herald Journal, Logan, Ut., Sun., Sept. 19, 1971, p. 4.

⁹⁴Files, Bridgerland Area Vocational Center, Five Year Plan.

⁹⁵Ibid.

of these establishments have willingly allowed Bridgerland to use their facilities when they were not being used for their own purposes.

Courses and Descriptions

The fundamental purpose for conducting a program of vocational education is to enable those who enroll in it to enter and maintain themselves in useful, gainful employment. Therefore, the curriculum that is taught becomes an important aspect of any vocational center. In most cases the three area vocational centers in Utah have justified their vocational programs through data collected or other means of surveys.

Information secured from a survey can help to determine whether a community is justified in attempting to develop and support a program to serve its own citizens, or whether it would be wiser to establish a program on a shared basis with other districts or schools.⁹⁶

A well conducted survey, in addition to gathering useful information, has the additional advantage of becoming a public relations device.

As an example of an effective survey, the Uintah Basin Area Vocational Center conducted an extensive survey during the Summer of 1975. Future training needs, standards, numbers of personnel needed, requirements, future growth, and supplemental training needs were surveyed. It encompassed the tri-county area of the Uintah Basin and surveyed all types of employment in the Basin. The results were published and well circulated. The entire employment population was surveyed and the survey involved the use of eleven different employment or concerned public agencies such as CETA, Manpower, Rehab Services, Job Service, and others. The survey culminated in a 22-page report

⁹⁶ United States Office of Education, Organization, p. 24.

and was an excellent public relations device to help promote the area center at Roosevelt.

Each individual in this country is endowed, through the Constitution, with certain inalienable rights. All individuals should have the opportunity to develop fully their human talents. Vocational competence and personal development demand both general education and specialized education. Sevier Valley, Uintah Basin, and Bridgerland Area Vocational Centers are charged with the responsibility to provide specialized education that is readily compatible to the general education already received or in the process of being received. All courses offered at the three area centers are to assist all students to develop their talents to the fullest and assist them in understanding, controlling, and being confident in their environment.

Sevier Valley

As Sevier Valley began as a pilot program in 1961, two courses were offered. Auto Mechanics was taught in a rented ice cream store and drafting was taught at Richfield High School. Concerning the auto class: "The students reported for class at 7 A.M. and were to the high school for the third period at 10:30 A.M. The drafting class met each morning at 7:30 A.M. and worked through to 10:30 A.M."⁹⁷ Both the auto mechanics and drafting programs are taught at present. They have expanded into two-year programs with a variety of courses being taught in each program area. The third program to be offered at the Sevier Center was electronics which was added to the curriculum for the 1963-64 school year.

⁹⁷Files, Sevier Valley Area Vocational Center.

With increased participation in enrollment and finance, the center continued to grow. As the 1964-65 school year opened two new programs were added. Auto Body was housed with the Auto Mechanics and Business Education was taught at the high school. Early in 1965 Sevier was designated as an area center. Other school districts were invited to participate at the center.

The neighboring districts have been invited to send students, and if transportation funds can be cleared on the state level, students from other districts will be in attendance next year. The growth of this program and the support it has received from the school patrons points up the general feeling of the public that we are meeting a long felt need with the Vocational Education Programs.⁹⁸

At the beginning of the 1966-67 year three new areas were added to the offerings. These three were Cosmetology, Commercial Art, and Building Trades. "The total offering now included eight areas and were housed in the newly constructed space."⁹⁹

During the 1969-70 school year a class in Business Machines Repair was added as well as a Nurses Aide training program. These two programs have encountered some difficulties at times due to poor enrollments, lack of instructor, or other reasons. At one time the Business Machine Repair courses had no instructor. At the August 18, 1972, Board Meeting, Dewain Washburn proposed not to have a Nurse Aide program this year due to poor registration. If the demand was up for the second quarter then it would be taught.¹⁰⁰

Early in 1972 the State Legislature approved funding for a Diesel Mechanics program and a Welding program. These two new offerings

⁹⁸ Ibid.

⁹⁹ Northwest Accreditation Report, 1975, p. 16.

¹⁰⁰ Minutes, Sevier Valley Area Vocational Center, August 18, 1972.

were made available to students for the 1972-73 school year and were taught in a rented facility two miles from the other eleven programs. Sevier Valley Tech is currently offering training in thirteen different skill areas. These include: auto body repair, auto mechanics, diesel mechanics, building trades, business education (secretarial and clerical), business machine repair, commercial art, cosmetology, drafting, electronics, welding, and nursing aide. With the prestige of a new building this Fall, the expansion of some programs will take place as the 1977-78 school year begins. Also, "Two new programs, distributive education and food service, are now in the planning stages and should be operational soon after moving into the new facility."¹⁰¹

The need has also been expressed to take programs from the Sevier Valley Tech and teach them at other facilities in the area. At the March 21, 1974, Area Board Meeting it was brought out that the Center could serve outlying areas by sending a teacher to the area. The Commercial Art teacher would take a van with needed supplies and travel to Piute and Wayne High Schools to develop programs. Manpower programs in business were also being taught at Elsinore.¹⁰² Very beneficial education can be gained by placing students on a co-op program in industry. However, at the December 2, 1971, Board Meeting the Board decided against any type of Co-op Training Program to be offered at the area center.

¹⁰¹Role and Mission, Sevier Valley Area Vocational Center, June 1976, p. 3.

¹⁰²Minutes, Sevier Valley Area Vocational Center, August 18, 1972.

A unique aspect of actual on-the-job experience is obtained at the Sevier Valley Center. Students in some programs have been placed on time clocks to record both attendance and work completed. It was first started in the Auto Department where one clock was used to count attendance, and another clock was used to determine how much the student is earning on a flat rate basis. The amount a student earns is used as part of his grade. The flat rate time is also used in developing the behavioral objectives to determine progress. It was funded as an experimental program by the State and is now used in the Cosmetology, Welding, Business Machines Repair, and Business Departments in addition to the Auto Department. The minutes of the August 19, 1975, Board Meeting indicated that the State Board had requested that the Sevier Valley Tech have a display on time clocks and flat rate cards at the American Vocational Association Convention in Anaheim, California.¹⁰³

The type of instruction being used to fulfill student needs in the various courses is individualized instruction and the courses themselves are open entry/open exit where possible. Cosmetology students need 1500 hours to meet state requirements to be licensed. Five teachers went to Hastings, Nebraska, to see the individualized instruction at the vocational center located there.¹⁰⁴ In May of 1976 Dewain Washburn reported that there has been an additional \$3,300 approved to be used in developing more open entry/open exit programs.¹⁰⁵

¹⁰³Ibid., August 19, 1975.

¹⁰⁴Ibid.

¹⁰⁵Ibid., May 21, 1976.

As indicated earlier, Superintendent Leland Teeples remarked that the courses at Sevier Valley Area Vocational Center are assisting in fulfilling student needs, and that the Center also provides courses that the Sevier School District cannot economically provide. One of the roles of the Sevier Valley Tech, as identified by the Board, is to:

Provide needed, high quality vocational programs to the citizens of the area and the state. Normally, the high school programs offered will be those which are of high cost and limited enrollment, and not practical for small high schools to provide.¹⁰⁶

Sevier Valley Area Vocational Center is dedicated to the cause that programs will be developed to meet needs and maintain a service to students so that they can obtain the training which they desire in order to prepare themselves for potential employment in the area, state, or nation.

All of the thirteen program offerings have been developed into full-time programs with a variety of courses conducted in each area. Secondary and post-secondary students are involved in the courses. For a complete detailed description of each class, as well as other information related to the courses, catalogs are readily available to the students to assist them in making proper curricular decisions.

Uintah Basin

From June 14, 1967, when Uintah Basin was designated as an area center, to September of 1968, when the center began operating, buildings were constructed, personnel were employed and programs were developed. The vocational courses offered that first year were from seven specified vocational areas. "The specified vocational fields were:

¹⁰⁶Role and Mission, Sevier Valley Area Vocational Center, p. 2.

Auto Mechanics, Agricultural Occupations, Carpentry, Drafting, Electronics, and Office Occupations. Commercial Art was added during the spring of 1969."¹⁰⁷ Various courses were taught from these specified vocational fields that gave students information they needed and desired. Prior to the opening of the Uintah Basin Area Vocational Center, the participating high schools conducted course work in five of the seven areas. Carpentry and Commercial Art were the two exceptions.

As school opened in the Fall of 1969 for the second year of operation these same seven areas were taught. In a letter from George Thatcher to the State Board for Vocational Education on October 21, 1969, a list of courses being taught and the instructors for these courses was provided. The Director was George Thatcher who also taught electronics, and both the Construction and Drafting programs were taught by Don Allen. Business was instructed by Dan Berry; Vocational Agriculture by Marvin Hansen; Commercial Art by Emmett McGehee; and the Automotive courses instructed by Garth Sorensen. Also, as class instruction began in the Fall of 1969 the vocational training classes were accredited by the State Board of Education.¹⁰⁸

The school districts or the Center itself frequently conducts special classes as they are needed. During the 1969-70 school year three such courses were conducted.

Three special programs were contracted for by the Duchesne County School District and the Vocational Center.

1. Office Occupations with the local W.I.N. team. Three of these students were employed following training.

2. Rough, finish, and cabinet construction carpentry with the local W.I.N. team. Eight of these students were employed following training.

¹⁰⁷Facilities, Proposal, p. 33.

¹⁰⁸Files, Uintah Basin Area Vocational Center.

3. Plastic laminates with Ute Tribe and Manpower Development Training Agency. Funding was with the Duchesne County School District. The instructors were hired through the Utah State University staff.¹⁰⁹

These special courses over the years have proven to be quite successful.

In 1968, the adult offerings at the Uintah Center in vocational area classroom instruction were limited to eight clock hours per week. However in the 1970-71 school year a pilot program to expand the Auto Mechanics program took place. Classes were held four days a week from 4:00 p.m. to 10:00 p.m., thus increasing the time from eight hours to twenty-four hours.¹¹⁰ This expansion has continued thus making more effective and efficient use of the facilities at the center.

In 1970-71 the high school vocational classes were: Auto Mechanics, Business, Drafting, Electronics, Industrial Arts, Vocational Drafting, Vocational Woods, and Commercial Art. The Adult curriculum offerings in the same year were: Auto Mechanics, Business, Commercial Art, Drafting, Vocational Agriculture, Vocational Welding, and Vocational Woods.¹¹¹ In the Post Secondary offerings, courses in Auto, Business, Commercial Art and Electronics were offered the first year the center opened. The first three programs have been taught since that time but the Electronics was taught for the first two years only. Agriculture and Woods were begun in the 1969-70 school year and taught each year since. Welding was offered during the 1970-71 school year only and then added to the curriculum later on.

¹⁰⁹Files, "Aspirations:", Uintah Basin Area Vocational Center.

¹¹⁰Ibid.

¹¹¹Facilities Proposal, p. 33, 42.

As the Uintah Basin Area Vocational Center has continued to grow, more programs have been offered to assist in the individual needs of students. At the June 6, 1974, Board Meeting it was reported that a Licensed Practical Nurse (L.P.N.) program would begin. A mobil unit had been purchased and Jean Smith would be the Nurse Administrator of the new program.¹¹² March 3, 1975, was the tentative starting date for the L.P.N. classes, as reported by Ron Egan at the September 5, 1974, Board Meeting. At that same September 5, 1974, Meeting the minutes indicated that Ron Egan also stated that a power sewing mobil unit was available and that a need for 100 sewing machine operators existed in the area. He also related that the Fritz Company of Utah was anxious to cooperate and that the sewing program would last for four weeks and consisted of 90 hours of instruction.

Mr. Egan also mentioned that a Nurse Aide class would begin September 3, and that a Medical Dispensing class and a Pre-Natal class would probably begin in late September. He also informed those present that an Emergency Medical Training class would be offered on Friday and Saturday evenings beginning in November, and under the direction of Dr. L. Condie of the Duchesne County Hospital.¹¹³

The proposal for a Diesel Mechanics program for the Center was discussed on September 18, 1974. The oil industry activity in the Basin had created a need to train and/or retrain heavy duty mechanics. The Uintah Basin Center needed to lease and equip a shop and hire one heavy duty mechanic. The proposal to do this amounted to \$37,000.00.¹¹⁴

¹¹²Minutes, Uintah Basin Area Vocational Center, June 6, 1974.

¹¹³Ibid., September 5, 1974.

¹¹⁴Ibid., September 18, 1974.

Also with regard to the oil industry, Mr. Reese Madsen of SOHIO Petroleum met with the Board on March 20, 1975. He reported on the possible future of the Oil Shale industry in Uintah Basin. The number of employees could reach 2,000 to 2,500 people with the possibility of 4500 construction workers in the next two years.

Mr. Madsen encouraged UBAVC to continue their endeavors to offer classes to train Oil Shale employees and pledged support of the UBAVC. Charles Parker of the State Office, said that the Oil Shale Corporation in Denver can provide curricular needs.¹¹⁵

The Uintah Basin Area Vocational Center offers classes based on the following criterion:

School district requests, Vocational programs not economically feasible in each high school, local job market needs, student interest and request, Utah Vocational Education Division approval and advice, UBAVC Advisory Council recommendation, and Local Governing Board approval.¹¹⁶

The current offerings at the close of the 1976-77 school year as found in the General Catalog include ten areas in Adult or Post-Secondary School and eleven areas in the high school. A variety of courses is conducted in each of these specific vocational areas of instruction. For Post-Secondary the ten areas include courses in Automotive, Diesel and Heavy Duty Mechanics, Building Construction, Construction and Maintenance, Welding, Business and Office Education, Independent Study Courses, Marketing and Distribution Education, Licensed Practical Nursing, and a Nurse Aide program. The high school programs conducted at the Basin Center include various classes in the eleven areas of Business and Office Education, Distributive

¹¹⁵Ibid., March 20, 1975.

¹¹⁶"Role and Mission", p. 4.

Education, Welding, Agricultural Mechanics, Diesel and Heavy Duty Mechanics, Auto, Drafting, Carpentry, Co-op Education, Career Opportunity Planning, and Health Occupation.¹¹⁷

Each program offering is based on measurable objectives with an active correlation between the required objectives and the completor's success in their resulting career. Uintah Basin Area Vocational Center will permit and encourage student open-entry and open-exit to the extent allowed by state and local school district policy. A justification form is on file for each class offered. The Center provides local classes in outlying cities when local interest and job market needs support the class. For complete listings of all classes, a catalog is readily available describing in detail the sundry offerings.

Bridgerland

Since the designation of an area vocational center in the Cache Valley on June 14, 1967, many classes in sundry vocational content areas have been taught. In the document concerning the relationship of the Cache Valley Vocational Center (CVVC) and the surrounding school institutions it was recommended that the CVVC offer certain classes. The recommended courses for the area center included both high school and adult offerings with a variety of classes to be taught in six specific vocational areas. These six areas were Agricultural Education, Health Occupations, Home Economics Education, Marketing and Distributive Education, Office Occupation Education, and Technical and Industrial Education which included 17 different offerings in the day program and 22 in the Adult area.¹¹⁸

¹¹⁷Course Catalog, Uintah Basin Area Vocational Center, 1975-76.

¹¹⁸Utah State Board, Relationship, p. 6-9.

As the vocational complex to the Sky View High School was completed in 1969 the initial course offerings were listed in the Herald Journal on August 5, 1969. This news article, along with a letter from Superintendent Bryce Draper of the Cache School District, was sent to Walt Ulrich of the State Board. The article listed the Adult Class Offerings as: Air Conditioning and Refrigeration, Auto Mechanics, Building Trades, Business Education, Distributive Education (Salesmanship), Electronics, Food Service (Quality Foods), and General Metal Shop.¹¹⁹ The high school offerings at Sky View were in the area of Distributive Education, Home Economics (useful), Office Occupations, Vocational Agriculture, and Trade and Industry Education.¹²⁰

As the area Vocational Center came under State Board control in 1971 and officially adopted the name of Bridgerland, the proposed courses for 1971-72 were: Arc Welding-Plumbers, Apprentice Plumber, Automotive Air Conditioning, Vocational-Technical-Clerical-Distributive Education, Data Processing, Distributive Education-two year Vocational Program, Power Sewing, Meat Cutting, Refrigeration and Air Conditioning-Repair Maintenance, Agribusiness, Welding-Brazing-Cutting, Diesel and Tractor Mechanics, Livestock Production and Fishing Tackle Cutting and Assembly.¹²¹

The proposed classes for that first year varied from those actually taught. During the year the following classes were conducted;¹²² Apprentice Plumbers Welding, Apprentice Plumbing, Auto Air Conditioning (2), Auto Chassis Maintenance, Auto Electrics, Auto Engine Overhaul,

¹¹⁹Files, Utah State Board.

¹²⁰Relationship, p. 1.

¹²¹Files, Bridgerland Area Vocational Center.

¹²²Ibid.

Automatic Transmissions, Building Maintenance, Computer Programming, Fishing Rod Winding, Food Services Training, Law Enforcement Training, Livestock Sanitation & Disease Control, Machinist Training (2), Nurse's Aides Training (3), Power Sewing (2), Refrigeration & Air Conditioning, Refrigeration & Appliance Repair, Secretarial Science, Small Engines, and Welding (2). "During the 1971-72 fiscal year 27 classes were approved, seven of which were conducted in high schools (at least one in each of the six high schools in the area) seven in businesses or industries, and 13 in the facilities at USU."¹²³ Some of the classes were repeated during the year as indicated in parenthesis above.

During the 1972-73 school year most of these same classes were taught, others were dropped, and new programs were added to the curriculum. As Bridgerland's third year of operation began, the 1973-74 offerings were about the same as the previous years. Ornamental horticulture was added and offered jointly between Bridgerland and Utah State University. The areas of Computer Science, Graphic Arts, Machine Shop, and Auto Body were also added and taught at Utah State University. In 1974-75 classes were added in Building Construction and Brick Masonry.

The local directors of the Logan, Cache County, Box Elder, and Rich County School Districts reported that Bridgerland should plan to offer classes in body and fender, auto mechanics, computer operation and maintenance, graphic arts, office machine repair, machine shop, brick masonry, super market checkout service, cosmetology, agriculture, meat cutting, ornamental horticulture, health occupations, and welding to meet the needs of secondary students in the area. At the present time, programs are being conducted for post-secondary and adult students in the fields of auto mechanics, business, health occupations, and trade and technical education.¹²⁴

¹²³Role and Mission, p. 10.

¹²⁴Files, Bridgerland Area Vocational Center, Five Year Plan, June 21, 1974.

As Bridgerland continues to grow and to offer services to the area, scheduling at all facilities becomes more difficult. As demand indicates a need or non-need, the Center acts accordingly. In 1975-76 a Meat Cutting program and a Service Station Operation program were added to the secondary offerings. However, Graphic Arts and Computer Science failed to attract enough enrollees and were not conducted on a secondary level in 1975-76.

Adult classes have continued to find greater acceptance and new classes continue to be added each year to fulfill the expanding needs. Three areas of instruction are available to adults on a full day basis. These three are Manpower Steno Training, Meatcutting, and Ornamental Horticulture. "Classes in greatest demand in 1975-76 are Electrical Wiring and Maintenance, Meatcutting, Welding, Secretarial Science, Machine Shop, and Building Construction."¹²⁵

Currently the Bridgerland Area Vocational Center offers training in fifteen specific areas with 57 different courses being taught within these 15 areas. The 15 specific areas, with the number of courses offered are: Agriculture (4), Meatcutting (5), Ornamental Horticulture (6), Auto Mechanics (9), Body and Fender, Law Enforcement (3), Health Occupations (3), Home Economics (5), Power Sewing, Business (5), Computer Science, Graphic Arts, Distributive Education (4), Trades (8), and Metals (2).¹²⁶ Each of these 57 different courses may be offered several times throughout the year.

¹²⁵Role and Mission, p. 15.

¹²⁶Ibid. p. 3.

It is not the intent of Bridgerland to jeopardize the vocational offerings of the various school districts. It does try to make available those classes that can not be offered conveniently and economically in the local districts. Many classes are offered on a cooperative basis. The vocational programs as established in the high schools are still being taught.

The Center subscribes to the concept that individuals learn and progress at various rates. "Skills mastered, not time spent, shall determine course completion. Instructors will be encouraged to develop curriculum that will allow enrollees to progress at their own rates."¹²⁷

Both high school and adult programs are to utilize the open entry-open exit method, and instructors are to use materials and methods that will allow maximum individualizing of instruction. Bridgerland has course catalogs and brochures which describe in detail the offerings available through the area center.

Enrollments and Placements

The Vocational Education Act of 1963, as well as the 1968 Amendments, encourages the development of vocational education to meet the needs of all people. Therefore, vocational education serves both men and women, youth and adults, the employed and the unemployed. It serves those who are preparing for their initial job as well as those who feel retraining or improvement is beneficial. A wide range of abilities, interests, aptitudes, and philosophies are adapted for people through vocational education.

¹²⁷Ibid, p. 2.

A student who selects an occupation carefully and enrolls and studies it seriously can expect to realize important benefits. The pursuit of a vocation is a social as well as an economic necessity for most people. The vocational education programs at the three area vocational centers in Utah are planned to help people enter the occupation of their choice and to continue to advance in skill and competence through further training. Enrollments into a particular program offering are paramount to that program. If no one enrolls, then no program exists.

In a comparison of national statistics, Sevier Valley, Uintah Basin, and Bridgerland enrollees into programs, seem to parallel national trends. That is, the agriculture and home economics form the bulk of the enrollment in secondary schools throughout the nation, while they are by far the smallest in post-secondary education. However, agriculture is increasing rapidly, along with distributive education and health occupations.¹²⁸ Enrollments into vocational education programs give an inadequate picture relative to the amount of instructional time and efforts.

Secondary school students spend from one-fourth to one-third of their time in vocational education, while adults may be enrolled only a few hours per week and a few weeks per year. In contrast, post-secondary students usually spend over half of their school time in vocational and technical instruction during the one or two years they typically are enrolled in the program.¹²⁹

Evans goes on to say that the largest enrollments in post-secondary education are in programs designed to prepare students for offices

¹²⁸Evans, p. 189.

¹²⁹Ibid., p. 188.

and other commercial fields and that the Trade and Industry programs are large and rapidly growing. This, too, parallels the three area centers to national happenings.

Often as a student seeks to enroll in a chosen field of training, an area center takes precedence to a high school community or adult program because of the status involved. This gives a benefit to the three area vocational centers in Utah and offers them the opportunity to build desirable programs. Once a program has attracted enrollees to it, then placement becomes critical. Sevier Valley, Uintah Basin, and Bridgerland are having tremendous success in the placement of students who complete courses at their respective centers.

Concerning placement, the State Board for Vocational Education requires that all three centers be responsible to provide placement services for post secondary (adult) students. Such services are to be available to high school students if the districts contract for such a service. Also, programs reporting low student placement statistics will be reviewed by the state staff. If the program does not meet appropriate job demands, it will not be funded.¹³⁰ Through proper training and placement, people are helped to fill a self-dependent and contributing social and economic role in their society. The three area vocational centers at Richfield, Roosevelt, and Logan are contributing to this social and economic cause.

Sevier Valley

In the Fall of 1961, when Richfield High School was a pilot program, 27 students were enrolled. Seventeen were in auto mechanics and ten

¹³⁰Policy Manual, p. 6.

were in drafting. All students were from Richfield High School. From that first year Sevier Valley Tech has continued to grow and develop. During the 1962-63 school year the enrollment doubled. There were 39 students in auto mechanics and 14 in drafting for a total of 53. Students from North and South Sevier accounted for much of the increase in the auto course. With the addition of electronics during the 1963-64 school year the total enrollment was up to 66 students. The auto had 36, the drafting remained at 14, and the new electronics class had 16 enrollees.

Three events were largely responsible for the large increase in enrollment during the 1964-65 school year. The enrollment moved to 107 students mainly as a result of the addition of auto body and business education programs to the curriculum as well as Sevier School District providing bus transportation from North and South Sevier High School for the first time.¹³¹ Nearly 60 more students attended the Area Vocational Center during the 1965-66 school year making a total of 165 students enrolled in the five areas of instruction. This number represented a 611% increase in students in just four years.

The following year, 1966-67, saw the addition of three new programs at the area center. With the addition of Cosmetology, Commercial Art, and Building Trades, there was no significant increase in enrollments from the previous year. It did increase to 188, but of that number, 19 were post-high school students which is significant. The high school's enrollment did not actually increase at all during this year.

There was, however, an increase of approximately 140% additional students attending during the 1967-68 year. Two hundred and sixty-two were enrolled with adults accounting for 77 of the total number.

¹³¹Northwest Accreditation, p. 15.

During the year students from fourteen counties and five other states attended the Sevier Valley Area Vocational Center.¹³² Another increase was noted for the following year as 320 were enrolled and of that figure adults represented 97 of the students. The Editorial of the Richfield Reaper said of the increase:

An increase of 48 percent in the enrollment of post high school students at Sevier Valley Tech over last year, and 19 percent increase in high school students, is significant in proving that a trade school in southern Utah is both needed and warranted.

While all classes did not show increases in enrollment, the fact that an overall hike in students indicates the acceptance and need for training in a trade vocation.¹³³

The enrollment for 1968-69 in the various subject areas is broken down as shown in Table 1.¹³⁴

As the 1969-70 school year commenced, there was a decrease in enrollment in the high school ranks to 197. From the 1969-70 school year to the 1975-76 school year the high school enrollments have remained at about 200 students. Some years the number is higher and some years slightly lower. However, the adult enrollments have continued to increase rather significantly since the first adult enrolled in Business in the 1964-65 school year. Table 2 shows the growth pattern at Sevier Valley Area Vocational Center from 1961 to 1976 for each subject area. It shows selected years rather than each year. Table 3 shows totals in all programs from 1966-67 to 1975-76.

¹³²Ibid., p. 16.

¹³³Editorial, The Richfield Reaper, Sept. 26, 1968.

¹³⁴Files, Enrollment Sevier Valley Area Vocational Center.

Table 1. Sevier Valley Area Vocational Center student enrollment for 1968-69

	Richfield		South Sevier		North Sevier		Post High	Total
	Jr	Sr	Jr	Sr	Jr	Sr		
Auto Body	10	7	6	2	3		10	38
Auto Mechanics		9		4	2	8	16	39
Business Machine Repair	6	2	2	3	1		11	25
Building Trades	1	4	2				4	11
Commercial Art	9	9	5	2		3	12	40
Cosmetology		7		1		2	16	26
Drafting	2	6	5	2	4	5	2	26
Electronics	4	6	5	3		3	7	28
Nurse Aide	1	3	1	5	4	2	7	23
Food Preparation	4			2		1		7
	—	—	—	—	—	—	—	—
	39	72	27	33	14	38	90	313

Table 2. Sevier Valley Area Vocational Center student enrollment for selected years

	1961-1962		1963-1964		1966-1967		1969-1970		1972-1973		1975-1976		Total	
	HS*	A**	HS	A	HS	A	HS	A	HS	A	HS	A	HS	A
Auto Body					21	2	19	8	26	12	20	4	86	26
Auto Mechanics	17		36		38		22	18	42	13	32	11	187	42
Business					30	6	24	18	15	13	16	20	86	57
Business Mach. Repair							30	15	14	9	2	7	46	31
Building Trades					12			7	14	14	15	11	41	32
Commercial Art					12	1	14	7	23	9	34	9	83	26
Cosmetology					9	11	6	20	9	32	32	16	56	79
Diesel Mechanics									15	15	15	10	30	25
Drafting	10		14		25		33	3	18	1	19	9	119	13
Electronics			16		20	1	33	5	17	12	20	14	106	32
Welding									15	3	15	11	30	14
Nurse Aide							11				20	2	31	2
D. E.											88		88	
(Paper Staff)									14				14	
	27	—	66	—	167	21	193	101	222	133	328	124	1003	379

*High School Students

**Adult Students

3. Growth pattern at Sevier Valley Area Vocational Center from 1966 to 1976

	1966-67	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76
H.S.	185	223	197	201	169	222	186	190	328
Adult	3	90	101	107	113	133	114	127	124
Total	188	313	298	308	282	355	300	317	452

Note: 1967-68 year was not available.

As the center continued to grow throughout its existence, programs have been taken to local areas for instruction. In 1973 Superintendent Steven H. Peterson of Piute School District wanted his students to utilize services provided by the Sevier Valley Tech.¹³⁵ Programs have been taken to many of the surrounding towns. The school recognizes the importance of meeting the needs of individuals who do not fit into the full-time student category. Part-time enrollment, evening classes, and short-term single skill courses are a regular part of the total instructional program.

High school students in the Sevier School District have benefited from the services offered at the center. Approximately 47% of all junior and senior boys in the district have attended Sevier Valley Tech, while approximately 28% of all junior and senior girls have attended. These figures are 1971 figures.¹³⁶ (See Appendix A-5).

Placement

Placement services at Sevier Valley Area Vocational Center are required for post secondary students as previously indicated. The high school student placement has not been contracted by the participating districts. Placement records are available since the center was placed under State Board control in 1971. Therefore, the first report required was related to the class of 1972. That year there were 55 post-secondary students graduating. Sevier's report indicates that

¹³⁵Minutes, Sevier Valley Area Vocational Center, Jan. 18, 1973.

¹³⁶Files, Sevier Valley Area Vocational Center.

of those 55 graduates, 39 were available for employment with 36 being employed in their field or a closely related field, for a 92% placement factor. However, according to the Utah State Board for Vocational Education's method of counting placements, only 85% were placed.

According to the state Board the following criteria determines placement:

1. A student obtains a job in his field before completing the course.
2. A student completes the course and is placed in his field or a closely related field.
3. A student continues his education in his field at another institution.¹³⁷

Sevier personnel did not count those continuing their education (3) as placements, nor did they count the unknowns (4) in their total available for placement. There were only nine rather than 16 not available for placement under the formula. The new figures would then be 46 available with 39 employed for an 85% placement factor. Using the same criteria for the succeeding years yields some interesting data. The placement of post secondary students for 1973 remains at 87%. However, an increase is found in the years for 1974 as well as 1975. In 1974 the percentage rose from 88% to 94%, and for 1975 the new figure was 91% while the Sevier figure had been only 88%.

¹³⁷Dr. Jed Wasden, telephone conversation, Salt Lake City, Utah, August 24, 1977.

It is interesting to note that the 1975 completors in the twelve vocational areas totaled 64. Those who actually were employed totaled 46. They were placed in twelve different counties in Utah, and one was placed in Idaho and two in Wyoming. (See Appendix A-2 for employment breakdown of 1975 placements). The over-all total for placement of students in post secondary education has been about 89% at the Sevier Valley Area Vocational Center. Table 4 shows three separate years for placement of students. It represents a high, middle, and low placement as obtained at the Sevier Valley Tech. Relative effectiveness of a program can be determined through placement. Generally, most program areas at Sevier Valley Tech enjoy high placement. However, with the low numbers being available for placement in some of the areas, it is questionable as to whether the program should be offered on a post-secondary level.

Uintah Basin

Those high school students desiring to attend the Uintah Basin Area Vocational Center are admitted upon the recommendation of their respective high schools. The Uintah Basin Area Vocational Center staff participates in the registration process at each high school. All classes are open to all students providing prerequisites are met. All adult classes are open to all people who can benefit in relation to their career objectives. The following philosophy is expressed at the Center:

In as much as modern society demands that vocational-technical education become commonplace in our total educational program, we sense the importance of providing young people with saleable skills and job competency to provide industries with skilled craftsmen and reduce unemployment.¹³⁸

¹³⁸ Files, Uintah Basin Area Vocational Center.

Table 4. Student placement percentages at Sevier Valley Area Vocational Center

	1971-1972		1973-1974		1974-1975	Total		
	A*	%	A	%	%	A	%	
Auto Body	5	60%	1	100%	5	100%	11	82%
Auto Mechanics	3	66%	6	100%	2	100%	11	91%
Building Trades	4	100%	3	100%	7	100%	14	100%
Business Machine Repair	3	100%	0	-	3	66%	6	83%
Business	5	100%	5	80%	14	100%	24	96%
Commercial Art	5	80%	1	0%	4	75%	10	70%
Cosmetology	17	100%	19	90%	10	80%	46	91%
Diesel Mechanics	No Program		4	100%	7	86%	11	91%
Drafting	0	-	2	100%	3	100%	5	100%
Electronics	1	0%	2	100%	0	-	3	66%
Nurse Aide	3	33%	5	100%	2	100%	8	80%
Welding	No Program		6	83%	7	86%	13	84%

*Total Available for employment

Proper and effective training is important to those who are employed at the Basin Center.

During the 1968-69 school year, the first year of operation at the center, there were 289 Duchesne County high school students and 155 Uintah County high school students served. "Thirty-five of the high school students were Indians. In the evening adult classes an aggregate of 118 students were served in three quarters."¹³⁹ The following year only two more high school students attended from each of the two school districts. However, the adult enrollment during the evening nearly doubled, as 225 students utilized the facilities at the center.

During the third year of operation an even greater increase in enrollment took place for the secondary and post-secondary students. Duchesne District sent 381 students to the center while Uintah District had 161 students. The adult enrollment raised to 360 students. A total of 902 students attended the Uintah Basin Area Vocational Center during the 1970-71 school year. Figures for the next four years were not made available for this study. Records show that 900 students attended during the 1975-76 year, of which 460 were secondary and 440 were post-secondary. An enrollment of approximately 900 students appeared to be the leveling off point as the projected enrollment for 1976-77 was 926. As the new facility is completed and put to use, the enrollment should increase due to a better learning environment.

¹³⁹Ibid.

Placement

As required by the State Board, placement services are to be conducted by the area vocational centers for post-secondary students. Since 1971-72 when Uintah Basin Area Vocational Center was placed under State Board control the records show the percentage of placement of post-secondary students to be 73%. Each year the placement factor has increased. It has risen from 63% in 1972 to 80% in 1975. The 1973 report stood at 63% also and the 1974 figures showed a 79% placement factor.

Just by comparison for the four years involved, reports for the high school students were also available. Their placement fluctuated vastly. The 1971-72 report showed 70% placement of high school students, with placement the following year dropping to 47%. However, the 1973-74 year showed the best placement with 83%, with the 1975 figure dropping to 70%, the same as the 1971-72 report. These four years produced an average of 69% of the students being placed from the high school programs. (See Appendix A-3 for total breakdown of high school student placement in each subject area).

With the over-all placement of adults at the Uintah Basin Area Vocational Center at 73%, it appears that possibly many adults are attending the center to gain skills for their own personal use rather than possible job employment. Table 5 shows the number of adult students available for placement and the percentage of placement for the four years being discussed. This Table shows that programs such as Agricultural Mechanics, Appliance Repair, Commercial Art, and Electronic Occupations were only taught once and then discontinued. These were dropped due to low enrollments or low job demand levels.

Table 5. Placement percentages of adult students at Uintah Basin Area Vocational Center

Program	1971-1972		1972-1973		1973-1974		1974-1975		Total	
	A*	%	A	%	A	%	A	%	A	%
Agri. Mechanics	8	63%	-	-	-	-	-	-	8	63%
Distributive Ed.	-	--	8	100%			2	100%	10	100%
Nurse Aide							21	71%	21	71%
Office Occ.	59	80%	21	86%	80	79%	197	86%	357	83%
Appliance Repair	5	100%	-	-	-	-	-	-	5	100%
Auto Mechanics	57	60%	10	50%	30	53%	45	76%	142	63%
Commercial Art	16	38%	-	-	-	-	-	-	6	38%
Carpentry	33	73%	11	45%	-	-	21	62%	65	65%
Electricity	11	64%	4	25%	31	94%	29	90%	75	84%
Masonry	8	36%	1	100%	-	-	11	45%	20	45%
Plumbing	-	-	6	50%	-	-	1	100%	7	57%
Drafting	22	55%	8	75%	-	-	4	100%	34	65%
Electronic Occ.	12	75%	-	-	-	-	-	-	12	75%
Other Const. & Maint.	-	-	-	-	-	-	15	100%	15	100%
Welding	30	66%	12	58%	41	98%	35	60%	118	75%
Upholstering	47	49%	-	-	9	44%	-	-	56	48%
Leatherworking	-	-	7	14%	-	-	-	-	7	14%
Blueprint Reading	-	-	-	-	20	75%	-	-	20	75%
Air Conditioning	-	-	-	-	-	-	7	43%	7	43%
Total	308	63%	88	63%	211	79%	386	80%	985	73%

*Number of students available for placement

Special one-time program offerings, such as leatherwork, were offered to specifically assist the Indian population in the area. Those programs that have increased in enrollment, generally show a high rate of placement. These programs will more than likely continue to flourish as long as placement remains at a high level.

Bridgerland

Bridgerland Area Vocational Center is also open to any student sixteen years of age or older who has specific needs for employment. The number of students enrolled in any program is determined by the nature of the training program, as well as the space, facilities, and equipment available. From the time that a vocational center for Cache Valley was designated in June of 1967 to 1971, when it came under State Board of Education control, the enrollments were maintained by Cache School District's vocational director. Enrollment and placement records for that period of time were not made available for this study. Record keeping from 1971 to the present has been rather sketchy and exact figures are not easily ascertained. Some reports show completing students rather than total enrolled, while other reports indicate the total enrolled in a specific program.

From September of 1971 to May of 1972, there were 479 students enrolled in various programs. Of the 479, 231 were male and 248 were female. The large number of female students came from the power sewing courses taught in Box Elder County where 178 students were enrolled. Table 6 shows the distribution of the enrollees by school districts.¹⁴⁰

¹⁴⁰Files, Bridgerland Area Vocational Center.

Table 6. Enrollees by school districts at Bridgerland Area Vocational Center for 1971-72.

District	Male	Female	Total
Box Elder	28	191	219
Cache	82	21	102
Logan	89	25	114
Rich	24	0	24
Other	8	12	20

The Bridgerland Area Vocational Center Report entitled "Role and Mission" indicates that during the 1971-72 fiscal year 27 courses were taught, with 531 students enrolled of which 443 completed. The enrollment increased each year as Bridgerland continued to extend its sphere of influence. "In 1974-75, 1126 adults and 282 secondary youth enrolled in the BAVC classes."¹⁴¹ The adult enrollment the previous year, was just over 900, while 336 high school students from the surrounding area enrolled in classes. During the 1972-73 school year the total number enrolled at the Bridgerland Area Vocational Center was 840 students.

Bridgerland, unlike the other two area vocational centers in Utah, does not necessarily offer a set number of specified programs each year. For example, Sevier offers thirteen vocational programs. Bridgerland is far more flexible and in the 1974-75 school year offered 25 different programs to adults and 10 different programs

¹⁴¹Bridgerland Area Vocational Center, Role and Mission, p. 10.

to secondary enrollees. Most of the programs in both post-secondary and secondary were repeated throughout the year, with five adult offerings being continuous. The total number of enrollments in these thirty-five different offerings, both post-secondary and secondary, was 1408 during the 1974-75 school year. By comparison, sixteen different programs were offered in the first year of operation with a total of 531 enrollees in the different offerings taught.

Placement

The information gleaned from the various reports at Bridgerland show a high percentage of students being placed on the job. From page 10 of the "Role and Mission" report the following is cited:

Of those who completed the classes 61% were employed in the field in which they were trained, and another 24% continued their training in the same field. Of the 98 who did not complete the classes 25 were employed in the field in which they were receiving training.¹⁴²

These figures refer to the 1971-72 fiscal year. From the same report, the 1974-75 year shows 87% of the adults and 65% of the secondary enrollees being placed. Also from the Bridgerland Area Vocational Center files, the 1973-74 report shows the secondary placement of students at 64.2% while that of the adult students ranges from 83% to 89% of the enrollees being placed. In applying the Utah State Board for Vocational Education definition for placement as indicated earlier the placement of students for 1971-72 is 91%. This figure is a vast improvement over the misleading 61% figure.

¹⁴²Ibid.

The adult courses showing 100% placement for the 1974-75 year totaled nine with eleven courses between 75% and 99%, and only four courses below 75% placement. Three of these four courses were in the automotive field indicating that these courses were possibly taught for personal use only, or that the job possibilities for automotive trades was nil in the Cache Valley. Table 7 shows the above mentioned information for the 1974-75 school year. Manpower Steno, Meatcutting, Power Sewing, and Secretarial Science courses are taught continuously and are achieving a great deal of success through placement of students. Because of the nature of Bridgerland's extensive offerings and use of varied facilities throughout the area, as well as not being structured by a specific vocational field, it probably enjoys a higher rate of placement than do both Sevier and Uintah Basin centers.

Financing and Budgets

Financing a total program at any institution is a high priority. Proper financing and budgeting can lead to an efficient and a quality vocational program. "Effective financial management includes not only knowledge of and access to all legitimate sources of revenue, but also wise allocation of available funds and careful control and accounting."¹⁴³ Those who prepare the budgets at Utah's three Area Vocational Centers should understand the financial policies which are in force regarding the allocation of federal, state, and local monies for vocational education. Special sources of income available, as well as grants, loans, and gifts should be analyzed as to proper use in the

¹⁴³United States Office of Education, Organization, p. 53.

Table 7. Adult placement percentages at Bridgerland Area Vocational Center for 1974-75

Class	Enrollment	Completed	Placement	Percent
Apprentice Plumbers	26	26	26	100
Auto Mechanics	27	27	17	62
Body and Finish	23	21	16	76
Brick Masonry	19	19	19	100
Consumer Home Ec.	214	(not for placement)		
Electrical Maintenance	21	21	21	100
Health Aid	32	18	9	50
Machine Shop	42	38	38	100
Manpower Steno	46	44	39	88
Meatcutting	39	37	37	100
Ornamental Hort.	46	44	39	98
Police Science	61	61	52	85
Small Engines	48	37	21	56
Welding	86	80	74	92
Electronics	10	9	8	88
Homemaker Aid	62	54	48	88
Graphic Arts	8	7	7	100
Computer Science	6	5	5	100
Power Sewing	176	160	160	100
Auto Tune-Up	28	26	18	69
Bldg. Construction	12	12	9	75
Lab Technician	8	8	8	100
Indust. Electricity	21	17	15	88
Secretarial Science	37	33	30	90
Manpower Welding	16	15	13	86

financing of vocational programs at Sevier, Uintah Basin, and Bridgerland.

The Utah Annual Report for 1976 shows the expenditures of all institutions in Utah offering vocational education. The figures in Table 8 are taken from that report and show a comparison of expenditures at the three area vocational centers in Utah.¹⁴⁴

Table 8. Expenditures for Vocational Education for Fiscal Year 1976

Institutions	Local	State	Federal	Total
Bridgerland	\$15,407	\$175,300	\$72,457	\$292,935
Sevier	3,944	274,500	29,035	337,479
Uintah Basin	17,176	244,500	55,317	332,187

Of importance is that Sevier Valley, Uintah Basin, and Bridgerland Area Vocational Centers receive funding to assist each in continuing to exert a needed vocational influence in their respective areas of the state.

Sevier Valley

Each student attending Sevier Valley Tech is assessed a \$55.00 tuition and building fee each quarter as well as a \$6.00 fee for each subject area taken. This helps to defray some of the expenses at the center. As the area vocational center originated as a pilot program in 1961 and continued as such through the time it was placed under State control in 1971, the financing was via regular district channels. Sam

¹⁴⁴Utah Annual Report, 1976, p. 145.

Ware, Sevier School District Director of Business Affairs, says that budgets were encompassed in the total district budget and were treated as another school in the district as far as budgets are concerned.¹⁴⁵

The original working agreement between Sevier School District and Sevier Valley Tech was that 80% of Sevier's vocational budget was to go to the area vocational center. That percentage was later dropped to the current 67% figure. Jed Wasden, the State Board liaison to Sevier Valley Tech, says that

... funding is a problem in that we do not know what is a fair percentage for Sevier School District to reimburse the Center. It is currently 67% - but is that our fair share or is the District or the State doing more or less than what that figure represents.¹⁴⁶

The Board Minutes of Sevier Valley Tech held November 18, 1975, show that Sevier School District and Sevier Valley Tech worked jointly towards a budget agreement for the year. Sevier School District gets \$147,000 of which the area vocational center receives about \$99,000 representing 68% of the vocational funds.

One of the special areas for financing vocational programs throughout the State of Utah is the "15% Set-A-Side funds." All educational institutions in Utah are eligible for these funds. In 1975, Sevier again was the recipient of such funds. The State Board approved \$30,000 for innovative programs at Sevier Valley Tech. Distributive Education was to receive approximately \$16,000 and Electricity and Commercial Art were to have \$14,000 to develop a traveling

¹⁴⁵Sam Ware, personal Interview, Richfield, Utah, Aug. 25, 1976.

¹⁴⁶Dr. Jed Wasden, Personal Interview, Richfield, Utah, Aug. 25, 1976.

program to benefit Wayne and Piute County Schools. The State Board also approved \$5760 for a Co-op Education Program.

Student Financial Assistance programs are also offered at Sevier Valley Area Vocational Center. In 1975 eighteen students used \$8,680 of Basic Grant money, while 27 students benefited from \$8955 Federal Work Study funds. Twenty students also received a total of \$1600 scholarship monies. Other financial programs not directly administered by Sevier Valley Tech are: Veteran's Education Benefits; Vocational Rehabilitation; CETA (Formerly Manpower), Social Security; Bureau of Indian Affairs and Tribal Grants.

Post-High funding has been an important part of the area vocational center at Richfield. In 1966-67 the Legislature continued the appropriation of \$25,000 for post-high programs. The following year it was raised to an amount of \$30,000, and has increased by significant amounts in recent years. By 1972-73 the total funding for post-high programs at the center was increased to \$233,000.

The total budget at Sevier Valley Area Vocational Center varies from year to year due to one-time appropriations. The records at the center since being placed under State Board control show the following budget figures:

FY 73 (1972-73)	== \$452,188.40	(MDTA and Fed)
FY 74 (1973-74)	= 362,500.00	
FY 75 (1974-75)	= 421,196.00	
FY 76 (1975-76)	= 933,007.25	(New Building)

As Sevier Valley Area Vocational Center continues to grow and make it's impact upon society, and it assuredly will as it moves to it's new facility, it will continue to require an increase in the annual budget.

If the budgets and finances are effectively and efficiently used, then Sevier Valley Tech will continue to be a valuable asset to vocational education in Utah and particularly to the local area.

Uintah Basin

The Uintah Basin Area Vocational Center was originally operated by the Duchesne County School District. As such, funds were given for the operation of the center as a regular district school with Uintah School District assisting with funding also. To reaffirm the vocational center's position with the Duchesne County School District, a letter from Superintendent Thomas J. Abplanalp was sent to George Thatcher, Center Director, on January 8, 1971. The letter read in part: "As to any extra money going into the vocational school general fund I will need to stress again that the vocational center is a part of the total district organization ..."¹⁴⁷
The vocational center at that time was a part of the district and budgets were supplied to the center by the Duchesne County School District.

Philip R. Thompson, who is in charge of finances for the Duchesne County School District, has provided budget information relative to the area vocational center from 1968 to 1972 at which time the center was placed under State Board Control. In 1968, the first year the district received federal money and matched it for the construction of a new facility, the budget amount was \$147,125.00. For the year ending June 30, 1969, the Duchesne County School District had total expenditures of \$63,422.90 going to the Uintah Basin Area Vocational

¹⁴⁷Files, Uintah Basin Area Vocational Center.

Center. In June of 1970 the district figures showed \$68,442.23 being expended for the Area Vocational Center. The expenses incurred for the year ending June 30, 1971, were \$96,600.00, while for the final year, before the State took over the operation, the figure was \$97,418.00.

The budget for FY 73, the first year under State operation, was \$184,737.00. The September 6, 1973 Board minutes showed the FY 74 proposed budget to be \$255,700.00 or a 138.4% increase over the previous year. Records on file at the State Board of Education also verify that the actual amount expended at the center for FY 74 was that same figure of \$255,700.00. The succeeding year showed an increase also. For the year ending June 30, 1975, the amount was \$467,362.00 with post secondary and secondary sharing approximately equal amounts. Tremendous growth has been realized at the Uintah Basin Area Vocational Center and this growth has resulted in large amounts of financial growth and expenditure as well.

An example of the expenditures at the center is shown here, using a breakdown of 1974-75 figures:

Adult Legislative Appropriation	\$224,500.00
Contract with Districts	100,256.00
Federal Vocational Education Funds	47,657.00
Local Collections (tuition and fees)	50,195.00
Special Grants	<u>24,754.00</u>
Total Revenue	\$467,362.00 ¹⁴⁸

¹⁴⁸Uintah Basin Area Vocational Center, Role and Mission, p. 2.

The adult appropriation for 1974-75 as indicated was \$224,500. This figure is much greater than the 1973 figure of \$84,700.00 as reported by Walt Ulrich at the February 23, 1972, board meeting.¹⁴⁹ The State has assisted in funding the adult programs at the center since its inception. The following is found in the files of the Uintah Basin Center and was written in December of 1970.

The State School Board through legislative funding has provided funding for maintenance and operation of adult programs at the Area Vocational Center. The Duchesne County School District has provided funding for buildings, and maintenance and operation for day time high school students. This vocational-technical program in essence is the total vocational - technical offerings available to high school students of Duchesne County School District and the west portion of Uintah County School District.¹⁵⁰

The Uintah Basin Area Vocational Center, as stated, furnishes the total vocational offering to students in both school districts. The figure of \$100,256.00 listed above, under "contracts with districts" is the contracted figure to educate the high school students at the vocational center.

Tuition, fees, grants, loans, etc., are all important in the financial affairs of the Uintah Basin Area Vocational Center. Programs of quality cannot be taught without financial backing. Careful planning of budgetary items can lead to effective financial management which assists in producing quality vocational education for the Uintah Basin Area Vocational Center.

Bridgerland

The policy manual for the area vocational centers in Utah mentions that adequate funds will be provided to support programs, services,

¹⁴⁹Minutes, Uintah Basin Area Vocational Center, Feb. 23, 1972.

¹⁵⁰Files, Uintah Basin Area Vocational Center, Aspirations, p. 1.

and activities at each of the three centers. Sections 2.21 and 2.22 state:

2.21 Secondary programs will be funded by contract with local school district(s). The State Board will recommend an equitable formula for contractual agreements between districts and centers to fund program costs of high school vocational students.

2.22 The center will submit an annual appropriation request for Post-Secondary programs to the State Board for Vocational Education according to fiscal policy.¹⁵¹

Bridgerland, like the other two vocational centers, has been under this policy since coming under State Board control. Prior to 1971 the financial obligation of the center was upon the Cache County School District.

The first budget for Bridgerland, as a State owned institution, was for the 1971-72 school year. It amounted to \$34,500 from the State Legislature and \$5,568 in Federal Funds for a total of \$40,068. That amount was for an eight-month period. From a report concerning the first year of operation the following is extracted:

The Bridgerland Area Vocational Center has completed all but six of its classes that were started since last fall. New classes will be started early in June, and during the month of July. Many of the classes cost less than the amounts budgeted, and others exceeded the budgeted amounts. At the present time we have slightly in excess of \$2000 to our credit as a result of spending less than was budgeted for several of the 23 classes that have been completed. This amount will be needed to start classes in June before the budgeted funds for 1973 are available.¹⁵²

The following amounts were expended in each of the participating districts during those first eight months of operation:

Box Elder	-	\$11,398.51
Cache	-	7,022.80
Logan	-	7,849.01
Rich	-	669.48
		<u>\$26,939.70</u>

¹⁵¹Policy Manual, p. 3.

¹⁵²Files, Bridgerland Area Vocational Center.

The administrative costs were approximately \$11,000, leaving an excess of just over \$2000 in the budget.

During the 1972-73 school year, FY 73, budget figures on two different reports show conflicting revenues available. The advisory Council minutes and agenda show a budget of \$86,268 while a Follow-up Report for 1972-73 shows a figure of \$100,644. Since the higher figure was also obtained through a second source, it is assumed to be the correct amount.

As Bridgerland continued its growth more funds became necessary and were provided. The requested budget for FY 74 increased to \$157,268, but the appropriated amount for the 1973-74 school year ended at a figure of \$211,733.00. The budget for FY 1975 also increased, as the final budget figure was \$300,169.00. During the 1975-76 school year the budget continued its climb and ended at \$408,229.56, an increase of about 137% over the previous year. Sound management principles at Bridgerland will assist the center in continuing its value as an effective vocational institution.

CHAPTER V

MOAB, SAN JUAN AND DAVIS AREA VOCATIONAL SCHOOLS

Our American society and American education today has been shaped largely as a result of rapidly changing technological and economic forces. These changes have most generally been for the good of education. Within the last decade these technological and economic changes have broadened the vocational movement and brought new support, new resources and new demands. More accountability in vocational education has been extended on a national basis because of these rapid changes. Vocational personnel have been asked to energize programs and stimulate new growth. The three area vocational schools in Utah, Moab, San Juan, and Davis, just like other area schools throughout the nation, are influenced by the ever-changing technological and economic forces.

Specific Historical Background

As stated in the definition of terms, vocational education in the United States has come to mean education for any occupation which normally requires less than a baccalaureate degree for the beginning worker. There is no distinction as to whether the training is public or private, in school or out of school, nor which source of funds pays for it. The historical background at the area schools in Moab, Blanding, and Layton is founded upon quite similar principles. These three area schools have programs which do not terminate in a baccalaureate degree. The training is mostly public, or open and available to all, but utilizes

some private resources, and funds for operation are channeled through district, state, and regional sources.

Political History

In order to establish an area vocational school, local boards of education submit a request to the State Board for Vocational Education. The State Board for Vocational Education must approve the request before any area vocational school can be organized. Interested people in the local areas of Blanding, Moab, and Davis County, voiced their concerns to the local boards of education. These concerns stimulated requests from the three areas of the State to the State Board for Vocational Education that area schools be developed.

Moab

In Grand County, vocational education concerns were being expressed in the Fall of 1968 and the Spring of 1969.

Early in 1969, the Utah State Board for Vocational Education and the Four Corners Regional Commission were requested by Superintendent C. Robert Sundwall, Grand County School District, Moab, to consider the establishment of a vocational center at Moab, Utah. The request was granted in 1969 on the basis of the Sterling Institute Study of the vocational education needs in the Immediate Four Corners Area and on the recommendations of the Utah State Board for Vocational Education. Mr. LeRoy Bunnell, Vocational Education Consultant and Planner, was employed to serve as a coordinator for the establishment of the vocational center. The project was begun November 15, 1969.¹

The local board in Grand County had made their request to the State Office. The second phase of becoming an area vocational school was up to the State Board of Education. The minutes of the board meeting for the Utah State Board of Education, held June 13, 1969,

¹"Final Report, Moab Area Vocational Center, Moab, Utah," (Salt Lake City, Utah: Utah State Board for Vocational Education, December 1970), p. 1.

reveals that Moab was designated as an area vocational school. Walt Ulrich mentioned that the 1968 Federal Act provided for the designation of vocational schools, and it was proposed that the Grand County School District be designated as a District Vocational Center. Superintendent T. H. Bell stated that the board has approved multi-district centers but that Moab did not meet this requirement. "The Federal Act requires that we use the term Area Vocational Center (District)."² (For purposes of this study Area Vocational Center District is referred to as Area Vocational School.) Continuing further through the minutes for the same board meeting, the following information is recorded: "It was moved by member Sheldon S. Allred and seconded by member Edna H. Baker, that the Board approve the designation of a District Vocational Center in Moab. Motion Carried."³

Political support at high levels was given for the construction of area schools in Utah. Senator Wallace F. Bennett, in a speech prepared for delivery on the Senate floor, said:

The opening of the Vocational Center in Moab, Utah will be a welcome addition to the education system of Grand, Emery and San Juan Counties, and the Four Corners region. ... Rural areas of Utah have long experienced a gradual loss of population as young people have gone to metropolitan areas for additional training. With the opening of vocational schools, such as the one in Moab, it will no longer be necessary for them to leave home to receive that training."⁴

This same type of support exhibited by Senator Bennett of Utah, lead to the existence of other area vocational schools in the state.

²Minutes of the State Board of Education, January 1969 - December 1969, T. H. Bell, June 13, 1969, p. 6942.

³Ibid., p. 6943.

⁴"The Times - Independent" Moab, Thursday, November 11, 1971.

San Juan

San Juan officials made their desires known concerning a vocational school for their county and district. Principal Paul Brooks, San Juan High School, indicated that over-crowded conditions at the high school, and the need for better vocational facilities was possibly one need that spurred the designation of an area vocational school at Blanding.⁵ Also, other studies were made by several individuals and agencies in 1969 (Nichols, Sterling Institute, Utah State Board of Education) recommending the development of an area vocational school to serve San Juan County.⁶ The vocational director of the center, Joe Lyman, also indicated that over-crowdedness was one aspect that lead to an area vocational school. He also stated that pressures to relieve the high unemployment in the area, especially for Indians, was a determining factor for the designation of the Area Vocational School.⁷

A statement indicating the approval and establishment of a vocational school in the San Juan District would be forthcoming is found in the minutes of State Board of Education, dated June 13, 1969. Superintendent Bell, while discussing the Area Vocational Center (District) at Moab, stated that at a later time the Board wanted to establish a center at San Juan County. No further mention in the minutes is made with reference to a center in San Juan until the Board Meeting

⁵Paul Brooks, Principal, San Juan High School, personal interview, Blanding, Utah, June 22, 1977.

⁶Martin, p. 5.

⁷Joe Lyman, Center Director, personal interview, Blanding, Utah, June 22, 1977.

held November 13, 1970, nearly one and one-half years following the previous statement.

Dr. Hall then reported on the vocational center in the Blanding area which had not been presented to the Board previously. ... After considerable discussion it was moved by member Edna H. Baker and seconded by Vice-Chairman, Helen B. Ure, that the Board approve the recommendation for an amount of \$100,000 from State Board of Education funds. Motion Carried.⁸

Thus, with the appropriated funds to build a facility at Blanding, the San Juan Area Vocational School was established. In a conversation with State Director, Walt Ulrich, he indicated that November 13, 1970, was the official approval date for the area school.⁹

Davis

The political background of the Davis institution developed similarly to that of the Moab and San Juan Centers. Meetings were held by many agencies and interested groups in Davis County concerning vocational education. These meetings indicated a strong need to provide better vocational preparation for employment. In April of 1972, Davis School District began to spearhead the efforts of the concerned parties. Later that year, in September, a presentation by representatives of the area was made to the State Manpower Planning Council. In turn, this Council recommended to the State Board for Vocational Education that a District Vocational Center be approved for Davis County.

To further this effort, a meeting was called by Superintendent Walter D. Talbot and Deputy Superintendent Vaughn Hall in November. Superintendent Bernell Wrigley of Davis District, the Presidents of

⁸Minutes, State Board, November 13, 1970, p. 7398.

⁹Walt Ulrich, State Director, personal interview, Salt Lake City, Utah, June 29, 1977.

Weber State College and Utah Technical College-Salt Lake, among others were consulted. At the December 8, 1972, monthly Board Meeting for the Utah State Board of Education, approval was given for the center to be established.

Upon his [Deputy Superintendent Hall] recommendation, a motion was made by Member Karl I. Truman and seconded by Arthur H. Lee, that approval be given as recommended for the establishment of a District Vocational Center in the Davis School District. Motion Carried. Superintendent Talbot said that it was his understanding that the center would be at Layton High.¹⁰

Economic History

Economic factors such as the great depression of the 1930's, the recession of the 1950's, and the more recent economic turmoil, have been largely responsible for vocational happenings today. In The Economic Education of Vocational Educators, Garth L. Mangum writes that there have been three prevalent stages of economic history. These include first, the agrarian stage in which the possession of natural resources were the critical determinant of wealth; second, the industrial era where the economy grew through the accumulation and use of capital; and third, the era in which we live, where human resources are of prime importance.¹¹ The role, or at least one of the roles, of vocational education is to train and effectively utilize human resources so that the natural and capital resources can be of most benefit to our society and to future societies.

¹⁰Minutes, State Board, December 8, 1972, p. 7973.

¹¹Garth L. Mangum, The Economic Education of Vocational Educators (Columbus: The Center for Research in Vocational and Technical Education, 1969), p. 5.

As the economy changes, so do the needs of a society. These changes in recent years assisted in the development of area vocational schools throughout the nation and here in Utah. Through the enactment of legislation, human resources, or phase three that Garth Mangu discusses, are being developed to a greater extent so that vocational education reaches all walks of life and excludes no one. Proper vocational education helps to provide for a better economy. Utah's three area schools are attempting to assist economic influences on a local level by offering quality vocational education.

The economy of Grand and San Juan Counties, in which two of the area vocational schools are located are quite similar to one another. These two, however, differ vastly from the economy of Davis County. Yet, at each of the three institutions there is a three-fold purpose of meeting economic justification as to their existence. One purpose is that at each of the schools, vocational training opportunities can prepare students for employment. Employment preparation is planned to meet local needs and emerging jobs. The availability of training facilities to prepare and upgrade the worker, is considered a plus factor for new industry or expansion of existing industry.

A second purpose is that each training facility can provide support for job preparation for long-term capability in the specific employment field. A third purpose in meeting economic justification at each school is that of furthering the objectives of the Economic Opportunity Act of 1964. That is, that the needs of all races, creeds, and colors, are to be met. For example, job preparation will be especially meaningful for the Indian population of San Juan County, of

which approximately one-half of the students at San Juan High School are of Indian descent.¹²

Because Moab and San Juan are in less populated areas of the state, some economic problems become paramount. Many valuable industries and business firms are not readily accessible to the areas because of distance. Davis does not have this problem. The economy of San Juan and Moab counties for many years after their settlement was based on sheep, cattle, and farming. The discovery of uranium and oil and other natural resources after World War II replaced the agricultural economy. Now as mining has decreased, these two counties of the state are increasing the tourism aspect which assist their economy. Light industry and natural resources also aide the economy. "Each of these factors will require dedicated effort to promote and develop the required facilities to maintain it as an economic base."¹³

The economy of Davis County does not exhibit the same concerns as those of the other two counties in which area vocational schools are located. Whereas San Juan and Grand Counties are relatively isolated from major populous', markets and highways, Davis County is near the center of all of these. It is near major markets of many of the mass-consumption areas and mass-production industries. In addition, the highway network serving the Davis area is most adequate for transportation needs, whereas, San Juan and Grand Counties are sparsely populated. Davis County is the third most populated county in the State,

¹²Files, Utah State Board for Vocational Education, Salt Lake City, Utah.

¹³"Four Corners Commission (FCC) Report of Planning Project, Blanding Area Vocational Center." (Salt Lake City, Utah. State Board for Vocational Education, December 22, 1972), p. 7-8.

with Salt Lake and Weber Counties the first and second most populated counties, immediately to the south and north.

It also becomes relatively difficult for Moab and San Juan schools to afford or offer a large variety of curricula or services because there are too few students, causing the cost per student to be high. Other significant factors dealing with the economy of the counties surrounding the three area vocational schools are found in the 1975-76 State Plan - Parts I and II. (See Appendix B- 1, 2, 3, 4.) Through the series of charts and graphs various statistics are revealed. In the area of Substantial and Persistent Unemployment, which includes youth and adult, both San Juan and Grand Counties are higher than average. Davis is not above average. The chart showing High Youth Unemployment above 16% (age 16-20) indicates only San Juan is above, while Grand and Davis Counties are under 16%. However, a different picture is obtained by looking at the chart "High Dropout Rate - 3%" and the chart "Designated Redevelopment Areas," which have high unemployment rate or other manpower or economic problems. All three counties are listed as being high in both of these categories.¹⁴

In discussing the economic outlook of the Moab area with Superintendent Bill Meador and Principal Theron Johnson, they indicated that the economic job picture appeared very promising for graduates in the local area, especially with all aspects of energy. They also believed that as many or more graduates returned to the area as in other rural communities of the state.¹⁵

¹⁴State Plan - Part I-II (Utah State Board for Vocational Education, Salt Lake City, Utah, 1976), p. 139-142.

¹⁵Bill Meador, Superintendent; Theron Johnson, Principal, Grand County School District, Personal Interview, Moab, Utah, June 21, 1977.

The increase in the breadth of vocational education and the stipulations of accountability placed upon vocational institution, partially resulting from economic factors, should greatly assist in achieving vocational goals of today in Utah's three area schools.

Social History

Throughout history, people have been the object of social stratification. All too often our status or position in life is dependent upon the type of employment that we are engaged in. How we feel in society, that is our self-worth, is important to each of us. Nearly all of us are interested in self-improvement. Our child will be better, or achieve higher status than we did. If, through vocational training and retraining we feel and become more important to our society, then vocational education has served one of its purposes.

"Vocational education is most concerned with occupations which lead people to lower-middle class status. Upper and upper-middle class occupations are usually associated with college degrees, ..." ¹⁶ The graduates of the 1975-76 school year in each of the three counties in which an area vocational school is operating

¹⁶Rupert Evans, Foundations of Vocational Education (Columbus: Charles E. Merrill publishing Company, 1971), p. 134.

listed some revealing data which possibly reflects their social status. Table 9 provides the information.¹⁷

Table 9. Intention of Utah's high school graduates, Spring 1976.

	% College	% Work	% Vocational School or Business School	% Other
Davis	55.54	21.08	9.33	14.05
Grand	42.98	30.70	6.14	20.18
San Juan	46.15	13.68	16.24	23.93

According to the information presented in this table, if Rupert Evans' above statement is applied, then somewhere, at sometime, at least 44% of Davis, 57% of Grand, and 54% of San Juan 1976 graduates will need vocational assistance to assist them in their social realm. In other words, all those who did not attend college will need this type of assistance.

Social customs are often difficult to change. In the San Juan area, for example, Loren Martin's dissertation relates that the education of the Navajos have been deterred by language and cultural differences. And that many Indian parents see little need for education because they, themselves, did not have any schooling.¹⁸

¹⁷"Utah Annual Report - 1976" (Utah State Education for Vocational Education, Salt Lake City, Utah, 1976), p. 157.

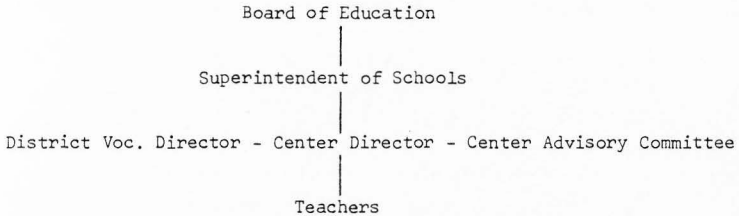
¹⁸Martin, p. 40.

It is difficult to separate the economic and social backgrounds and cultures prevailing in an area, because, certainly, one influences the other greatly. If there is high youth and adult unemployment, then there is both economic and social disorder. Therefore, if the area vocational schools at Layton, Blanding, and Moab can make both youth and adults benefactors of each school's services, then part of the social needs of the society will be met, and each recipient should be more qualified to function in the surrounding social sphere.

Governance

All public schools in Utah and throughout the nation are under the general management of a governing board such as a Board of Education or a Board of Trustees. State and local laws define the selection, powers and duties of such governing boards. In all cases there is an executive officer whose duties are also spelled out under the law. For the three area vocational schools in Utah this person is the Superintendent, who is directly responsible to the governing board of their respective school district. These superintendents are provided with subordinate staff members to whom they delegate various responsibilities. These staff members report directly to the superintendent and not the Board. The local governance at the three area vocational schools at Moab, Blanding, and Layton are gener-

ally reflected as that used nationally and as shown in the following schematic:



There may be some variance to this, however, in each of the three school districts. Davis follows this plan where Bernell Wrigley is currently Superintendent; Clinton Zollinger is District Vocational Director; Jerry Beeton is Area Vocational Director; with Lee Andersen as Assistant Director.

At San Juan, Kenneth B. Maughan is now Superintendent and Mel Walker is the Assistant Superintendent as well as the Vocational Director of the District. Joe Lyman has been the director of the Area Vocational School in Blanding up to the close of this current 1976-77 school year. As the new school year begins this fall, there will no longer be a center director as such, but the center will be under the direction of Paul Brooks, who is also the San Juan High School Principal.

A slight variance is also noted at the Moab Area Vocational School. Bill Meador is the Superintendent of Grand District. He also serves as the vocational director for the district. That was one of his responsibilities when he was Grand County Assistant Superintendent. As the Moab School opened in the Fall of 1972, Dean Hammer was the Director of the Center and he was in that position for two years. At the close of those two years, it was decided by Grand School District officials that

the Principal of Grand County High School could serve as center director also. Theron Johnson is currently the Area Vocational School Director as well as the Principal of the high school.

The Vocational Division of the Utah State Board of Education in April of 1974 developed a "Functional Chart" showing all vocational institutions in the state.¹⁹ (See Appendix A-1.) From that chart, the following information is taken. All three area vocational centers (district), receive their designation from the State Board for Vocational Education. Their Governance and Program Roll Designation comes through the local boards, whereas the Program Approval and Program Supervision is through both the local and state boards. Their funding is received from Federal funds and from Weighted Pupil Units (WPU) which are Utah tax monies.

In a letter to Superintendent Kenneth B. Maughan, San Juan School District, from Walt Ulrich, State Director for Vocational Education, verification as to governance of the area center is spelled out:

The Area Vocational Center "District" in your area is governed and controlled by the San Juan County School District. The center is to provide vocational education training on the first priority basis to high school students in San Juan County.²⁰

This same governance policy applies equally as well to both Davis and Moab Area Vocational Schools, as borne out by similar documents sent to each district.²¹

The Utah State Board for Vocational Education was created by state law and is responsible for the governance of all vocational education in the State of Utah. This State Board produces a State Plan annually

¹⁹ Files, State Board.

²⁰ Ibid.

²¹ Ibid.

that meets Federal guidelines for vocational education. The area vocational schools in Utah are to follow the guidelines as stated in this yearly State Plan.

The Utah State Board for Vocational Education is the sole agency responsible for administration of the State Plan or for the supervision of the administration thereof by local education agencies, and has all necessary power to cooperate with the United States Office of Education in administration of the State Plan (Utah Code Annotated 1953).²²

The governance of Davis, San Juan, and Moab Area Vocational Schools, then, are all under the same type of jurisdiction. The only difference lies within their own district organization. Being under the same governance offers uniformity to each institution, and allows each institution the autonomy to function around their specific and individual needs.

Changes and Policies

Due to the relative newness of the three area vocational schools in Utah, that of operating under present conditions for about three years, there have been very few changes that have significantly affected the three institutions. Each center has constantly made efforts to improve the working conditions and relations at each respective school. Improvement of educational conditions has always been a general goal.

Perhaps one administrative change at the Moab center has been significant. Dean Hammer was the first director of the Moab Area Vocational School as it opened for the 1972-73 school year. He gave service to the center and correlated functions with the high school.

²²Utah State Board of Education "Vocational Education Program Standards for Quality: (Salt Lake City, Utah: Utah State Board for Vocational Education, 1977), p. 2.

Then, after two years, at the close of the 1973-74 year, Theron Johnson became both the high school principal and the director of the vocational facility. The center now functions as part of the high school. Superintendent Meador indicates that this change has greatly improved circumstances at the center and produces better coordination. In addition, this change eliminated a layer of bureaucracy that district personnel determined was not needed, and saved an expenditure that could be used elsewhere.²³

A similar philosophy to that of Superintendent Meador was expressed by Paul Brooks at the San Juan Area Vocational School. The center did not really seem to be a part of the regular school district. It appeared to be in a limbo stage, with the director also as another layer of bureaucracy. Beginning with the opening of school in the Fall of 1977-78, Principal Brooks will also assume the directorship of the center. Joe Lyman, the present director, having served from 1974-75 to the 1976-77 school year, will relinquish his duties as center director and continue his teaching duties at the vocational school.²⁴

Another change affecting the San Juan school is that students from Monticello were at one time bussed to Blanding. This was discontinued due to ineffectiveness, perhaps because of the newness of the center, and because the school was possibly not organized properly to handle it at the time.²⁵

The policy and regulations governing any educational institution directly affect the operation of the institution. Policy controlling

²³Meador and Johnson

²⁴Brooks

²⁵Ibid.

each of the area vocational schools at Moab, San Juan, and Davis is under the direction of each respective school district in which the school operates. Basically, the policies at each of the area schools are the same. There is no need for this historical study to list all of the various policies and regulations at each of the centers. Therefore, only general categories are listed here. Each center carries its own respective district policy manual or hand book. Among the items contained in these manuals are policy on attendance, discipline, dress, behavior, grievance, programs, personnel, fiscal, and evaluation.

Quality vocational education can be greatly improved if certain governing policies are adhered to. In a like manner, many times there is unwritten policy that can assist in bringing about quality vocational education. Many verbal agreements can result in benefits to educational programs in the vocational field. In a converse manner, unwritten policy can often end up proving to be a detriment to existing vocational conditions. Whenever policy is used to direct the affairs of any institution, whether it be written policy or unwritten policy, it must be used wisely. If the policy is used wisely, then vocational education becomes a benefactor of that wise use, and quality is improved.

Administration and Staff

Throughout the history of vocational education in the United States, or for that matter throughout the world, many strong leaders have emerged. Much of the character of vocational education today is a result of the vision and skill given through past leadership. Many changes in recent years, however, bring forth the need for equal leadership today in vocational education. "The modern vocational leader

must deal with problems, issues and economic and social forces which are quite different in many ways from those of the past and which are constantly changing."²⁶ This brief statement gives a national level point of view as to leadership qualities which must be given if vocational education is to continue to grow and flourish. The administration and staff of the Davis, San Juan, and Moab Area Vocational Schools need to give this type of leadership so that each respective center can produce the quality of vocational education that is needed today.

Much of the writings pertaining to the Governance portion of this historical study is applicable to this particular section. The administrative hierarchy for each area vocational school consists of a district board of education for each respective school district, which includes an administrative staff that is nearly the same in structure for each school.

In Moab, Superintendent Bill Meador also serves as the Vocational Director of the district. Theron Johnson is the Moab Area Vocational School Director as well as the Principal of the adjoining high school. In San Juan District, Mel Walker is the Assistant Superintendent and is also the Vocational Director of the District. For the first three years of service at the San Juan Area Vocational School, Joe Lyman was the Director. As the new 1977-78 school year begins, Paul Brooks will be the Vocational Director of the center as well as the Principal of San Juan High School. In Davis District there is a Superintendent of schools, Bernell Wrigley; a District Vocational Director, Clinton Zollinger; and an Area Vocational School Director, Jerald Beeton; with Lee Andersen as Assistant School Director. All Administrative

²⁶Office of Education, Organization, p. 44.

members at each of the area schools are to see that vocational education is properly carried out and done so in accordance to local, state and federal guidelines.

The personnel used to instruct each of the various courses at the area schools are trained in accordance with state provisions and regulations. For each vocational area, these instructors are to have met both educational and industrial qualifications as spelled out in the State Plan. According to administrative personnel at each of the area schools, staff members are as stable as other non-vocational staff members throughout the schools in the district. There is some turnover, but mostly the vocational teachers are stable.

At San Juan instructors teach in the vocational program areas of Agriculture, Woods, Home Economics, Power Mechanics, Metals, Auto, Silversmithing, and Business.²⁷ Staff members have also taught courses in Power Sewing and Nurses Aides. At Moab, instructors teach in the areas of Electrical Occupations, Business (type and steno, and office), Business Machines, Bookkeeping, Carpentry, Gainful Home Economics, Commercial Art, Drafting, Welding, Auto, Mine Mechanics, and Work Experience.²⁸ The staff at Davis Area Vocational School is involved in courses of Appliance Repair, Automotive, Auto Body, Basic Education, Brick Masonry, Painting, Building Maintenance, Plumbing, Business and Office Education, Electronic Assembly (dropped last year), Electronics, Welding, Nurses Aide, and Young Mothers.²⁹ Vocational English and Math are also taught at the Davis Center.

²⁷Course Catalog, San Juan High School.

²⁸Meador and Johnson.

²⁹Course Catalog, Davis Vocational Center, 1976-77.

At each of the centers, there may be two or three instructors in some areas and only one in other areas. Counseling services, social services, custodial services and secretarial services are also found at each of the area vocational schools. The total administration and staff are valuable assets to the on-going program at the Moab, San Juan, and Davis Area Vocational Schools, and assist greatly in the quality of service rendered to the surrounding locale in each school district.

Physical Facilities and Equipment

All too frequently throughout the earlier history of vocational education it was necessary to begin new programs in hand-me-down buildings; that is, those facilities no longer needed for academic purposes. Oft times programs were begun in quarters which were not designed for vocational instruction. Serious problems generally existed under these inadequate conditions because good facilities and proper equipment are as essential for vocational education as for any other type of education. The Vocational Education Act of 1963, as well as the 1968 Amendments, made provisions for proper housing and equipment by providing funds to be used for construction of area vocational schools. In Part F, Section 151 of the 1968 Amendment it states that authorization is given "for the construction, equipment, and operation of residential schools to provide vocational education ... for youths, at least fifteen years of age and less than twenty-one years of age" ³⁰ This present trend of building

³⁰ United States 90th Congress, Public Law 90-576, 1968 Amendments, Oct. 16, 1968, p. 19.

proper facilities from the outset in order that programs can begin without using second-hand goods has benefited both San Juan and Moab Area Vocational Schools. Davis Area Vocational School is in the process of getting new facilities which will greatly benefit it's operation.

Moab

In order for funds to be given for the construction of facilities, there must be a center so designated to receive the funding. The Utah State Board for Vocational Education, on June 13, 1969, as indicated in a previous section, designated an area vocational center (district) to be built in Moab. This project was begun on November 15, 1969. The "Final Report-Moab Area Vocational Center-Moab, Utah" gives information leading to the construction of the new facility.

In keeping with the recommendations of the Four Corners Regional Commission Interim Report, March 1969, that the Center should be located near the Grand County High School, the available spaces surrounding the high school were studied. After all factors were considered, the site immediately north of the high school was chosen.³¹

The facility was to house eight programs. Research indicated that to house the needed programs, approximately 20,000 square feet of space would be necessary. Other facilities throughout Utah and neighboring states were visited. Because adequate funds were not available at the time, officials considered it necessary to cut either course offerings or space. These considerations were later dropped.

The decision to not decrease the program offerings or the size of the building was influenced by several factors: (1) the general need for additional space in the present high school, (2) the need for adequately designed shop areas, (3) the amount of existing equipment in storage, and (4) the indicated need for vocational training in the eight areas.³²

³¹Final Report, Moab, p. 5.

³²Ibid., p. 6.

Many programs at the high school during the last year or two had been discontinued because of lack of space. The new facility was definitely needed in order that vocational education programs could function properly. It was determined that almost 100% of the existing stored and in-use equipment could be transferred to the center for use, in addition to some cabinetry work.

After all of the necessary preliminaries, surveys, and other pertinent data were gathered, the educational specifications were written up. Ehlers and Ehlers, an architect firm in Salt Lake City, was selected to design the center. Bids were opened on June 29, 1970. There were three bids, all of which were higher than the funds available. After much consideration, the Four Corners Regional Commission allocated some additional funding, as did the Grand County School District. The project, with no changes in specifications, was re-bid in September and opened on October 12, 1970. Three bids were again received, all of which were higher than the money allocated. However, the low bid was \$40,000 lower than the low bid given the first time. Further appropriation by the Four Corners Commission and the State Board for Vocational Education was supplied and the construction began on January 10, 1971. The construction took eleven months to complete. In a letter to Allen Howe, Director, Four Corners Regional Commission, Farmington, New Mexico, from Walt Ulrich, the following information was taken:

Estimated Start of Construction November 15, 1970

Actual Start of Construction January 10, 1971

Estimated Construction Completion Date. July 29, 1971

Actual Construction Completion Date . . November 1, 1971³³

³³State Board Files.

The dedication of the Moab Area Vocational School was Friday, November 12, 1971.

The center is equipped with the necessary up-to-date equipment to provide a good vocational training and background in each of the service areas. The "Final Report" for the Moab School, as compiled under the direction of LeRoy Bunnell, goes into great breadth to indicate those items necessary for a successful operation of the center.

San Juan

The San Juan Area Vocational School was so designated as a vocational center by the action of the State Board of Education on November 13, 1970. An extensive planning project was undertaken before construction of a facility started. This planning grant, under the direction of the Four Corners Commission, was "for a one year period from June 1, 1971, to May 31, 1972. However, because of ... difficulties, the grant was extended for a six month period to November 30, 1972."³⁴ This study was under the direction of Loren Martin who researched and coordinated it.

Several sites on which the area vocational school could be placed, were looked at and considered. The site ultimately chosen was just east of the present San Juan High School and across the street. "This site is adequate for any future expansion of the Center including separate adjacent buildings if necessary."³⁵ This site was chosen as a result of recommendations by the architect, the state administrator of vocational education, and the local Board of Education, as well as community sentiment and the greater possibility for expansion.

³⁴Four Corners Commission Report, Blanding, p. 28.

³⁵Ibid., p. 30.

The floor space for the new center was to be approximately 20,000 square feet and was to include the proposed six areas of instruction. In 1970-71 construction costs were at \$25.00 per square foot, and those people involved with the school set out to make sure adequate funding was available.

The weekly newspaper "The San Juan Record" published at Monticello, kept the public aware of the happenings. One article read:

An Area Vocational School will be built in Blanding, under the direction of the Four Corners Commission, the San Juan School District and the State Department of Education. Loren Martin of Logan has been appointed to direct the planning of the building and curriculum for the school. ... When completed, the school will offer high school vocational training courses and adult education classes.³⁶

In other newspaper accounts, Loren Martin wrote articles as a public relations concept to assist the new vocational center.

The process of arriving at a date when construction on the facility could begin went slower than anticipated. However, those people concerned decided that the program and building development was worth the additional time. Three possible reasons for moving slower than anticipated are listed in the Four Corners Commission Report. One reason was that the time to get adequate response from potential Indian participants took longer than anticipated. A second was that the architect felt that mid-winter bidding would offer a better advantage due to a slack period in the construction business. The third reason as listed involved getting agencies to commit enough funding for the project.³⁷ Various comments in the related literature, in addition to that just referred to, also indicated that progress was slower than intended.

³⁶"The San Juan Record" Monticello, Utah. Vol. 54, No. 23. Thursday, June 10, 1971, p. 1.

³⁷Four Corners Commission Report, Blanding, p. 22-27.

"The center is expected to be fully equipped and ready for opening at the beginning of the school year (approximately August 25) 1973."³⁸ Another reference indicated the building was to be completed no later than December 15, 1973, with dedicatory services to be held in January of 1974.³⁹

Actual dates for the beginning and completion of the San Juan Area Vocational School are found in a letter to Mr. Bosko Krivokapich, Four Corners Regional Commission, Farmington, New Mexico, from Superintendent Walter D. Talbot, dated January 28, 1975.⁴⁰ The actual starting date was February 15, 1973. This is the date the contract to E. J. Sondereggen, Contractor, of Monticello, was awarded. The completion date was January 17, 1975, with the dedication of the Zenos L. Black Career Education Center following within five days. The architect for this project was Edwards and Daniels of Salt Lake City, Utah. The center just completed its first full two years of operation at the close of the 1976-77 school year.

The necessary equipment for the San Juan Area Vocational School provides for adequate programs to be operated at the center. An all inclusive list of necessary equipment for the center is outlined in detail in both the Four Corners Regional Commission Report and the Loren Martin Dissertation. It was recommended that the equipment listed in either study be supplied for use at the center. Joe Lyman, Center Director, indicated that for the most part, the center's facil-

³⁸Martin, p. 123.

³⁹Four Corners Commission Report, Blanding, p. 32.

⁴⁰Files, State Board.

ities and equipment are adequate. He did state, however, that to some extent security is poor within the building and that access to some areas could be better.⁴¹

Davis

December 8, 1972, was the official designation date for the Area Vocational Center (District) for Davis County. From that date the Davis School District was able to begin to procure facilities to use as a center. No large study or survey was used for Davis like those used at Moab and San Juan. Therefore, there is very little information pertaining to the Davis area school. In a letter, dated February 5, 1973, to Superintendent Bernell Wrigley from State Director Walt Ulrich, it states that "The Davis County School Board should designate an existing school or location as the area vocational center (district). This location may need to be changed as plans develop for additional facilities and services."⁴²

The Catholic Seminary Building at Layton High was first used for the Area Vocational School in Davis District. Shortly, thereafter, an old elementary school was procured, again near Layton High School.⁴³ Other facilities are also being used. These include trailers, brick buildings built by the masonry class, the North Davis Community Hospital, for the Nursing Program, various schools in the district, where painting is taught, and the Freeport Center, which offers three large buildings for use in bad weather. There is also a large Auto Body building at Kaysville, and seventy acres of land on which to build new facilities.

⁴¹Lyman.

⁴²Files, Davis District.

⁴³Clint Zollinger, Davis District Vocational Director, personal interview, June 27, 1977.

Possibly this fall, 1977, construction will begin on the Building Trades facility at the Kaysville campus. The Davis District is currently awaiting word on funding for two other buildings, also to be constructed at that site.⁴⁴

Each school in the district has a bus to transport area vocational students to various job sites where work is done. The center at Layton is equipped with good machines, equipment, and materials, etc., that assist students in learning a specific trade.

Training will be made available at the Center as needs arise and facilities become available. It is our hope that the communities and industry within Davis County will recognize the Center as a facility resource,"⁴⁵

An indication as to facilities, equipment and services rendered at the Davis Area Vocational School is found on page 6 of their course catalog:

Although the DVC campus encompasses the entire county, the two main campus areas are 411 Lancer Lane in Layton and 550 East 350 South in Kaysville. Other classes are held at high schools of the district, after regular school hours, and at on-site locations in the area. These classes will be given whenever and wherever needed by employers and employees. Cooperation with Job Service, Family Services, The Division of Rehabilitation, and the Area Manpower Planning Board helps determine needs of both students and employers.⁴⁶

More and better facilities are needed for the center. As is the case with the Moab and San Juan Area Vocational Schools, Davis Area Vocational School also uses its facilities to provide vocational education to those people in the area in accordance with district, State, and federal guidelines, policies, philosophies, and objectives.

⁴⁴Lee Andersen, Assistant Center Director, personal interview June 27, 1977.

⁴⁵Course Catalog, Davis Vocational Center, 1976-77, p. 5.

⁴⁶Ibid. p. 6.

Courses and Descriptions

In any educational setting, perhaps the most important question that is asked is, "What should be taught?" Each educational institution should provide for each student the possibilities to develop human talent to its fullness. There should be multiple chances to explore strengths and weaknesses, to try different paths, choose different lifestyles to fit needs and talents, and to grow to the extent that each student can later fit properly into society. Above all, the institution should provide the student with knowledge, skill, understanding, and attitudes which will assist and encourage the student to seek out opportunities, and take advantage of the opportunities as they arise.

That which is taught, then, at each of the three area vocational schools in Utah, must reflect the above mentioned type of philosophy as well as reflect learning that is not duplicated elsewhere, and learning that is based on common cultural needs of the area. All vocational offerings at the Moab, San Juan, and Davis schools, if they are to meet guidelines as specified under Federal Legislation, must be designed with emphasis on preparation for gainful employment at the conclusion of the course.

Moab

As preparations were in progress for having an area vocational center (district) in Grand County, studies, surveys, visits, consultations and discussions were conducted as to what programs should be offered at the new center. These methods gave data that was helpful in determining program offerings.

The program offerings recommended were: auto mechanics and welding; building trades; business education; commercial art; drafting; electricity; electronics and communications; graphic arts; and gainful home economics. The recommendation for the eight program offerings were presented to the administration, members of the advisory commission, the Board of

Education of the Grand County School District, and the Division of Vocational and Technical Education of the State. The recommendations were accepted.⁴⁷

Basically these programs exist today and are functioning at the area vocational school. However, in an interview with Superintendent Meador and Principal Johnson, it was indicated that Type and related, Steno and related, Business Machines, Bookkeeping, Simulated Office, (all of the preceding are Business Education and/or Office Education) Electrical Occupation, Carpentry, Gainful Home Economics, Commercial Art, Drafting, Welding and Auto were being taught. Graphic Arts was not a part of the formal instruction. Also, they said that Mine Mechanics was being taught as well as Work Experience being utilized at the area school.⁴⁸

In order to assist with selecting "what should be taught" at the center, the opportunity was given for students, parents, employers, and the community at large to respond. Surveys were employed to obtain many responses. For example, the students at Grand County High were given possible choices of courses, and they were to select two that interested them. Of the 377 responses, the students ranked the following choices in order: Auto Mechanics, 120; Business Education, 109; Cosmetology, 90; Home Economics, 71; Commercial Art, 57; Auto Body, 57; Electronics, 54; Drafting, 42; Health, 34; Welding, 33; Marketing and Distribution, 32; Graphic Arts, 31; and Building Trades, 30.⁴⁹

The parents of some elementary students also listed their choices in ranked order as: Business Education, Auto and Power Mechanics,

⁴⁷Final Report, Moab.

⁴⁸Meador and Johnson.

⁴⁹Final Report Moab, p. 27.

Electricity and Electronics, Building Trades, Health, (tie) Home Economics (tie), Drafting, Modern Mining Methods, Motels and Hotel Services, Distribution and Marketing, General Metals.⁵⁰ The public was involved in deciding the curriculum to be taught at the Moab Area Vocational School.

In the "Final Report, Moab Area Vocational Center, Moab, Utah," from pages 26 to 72 it explains in detail the program to be offered at the school as originally accepted by those involved. These programs are: Auto Mechanics and Welding, Building Trades, Business Education, Commercial Art, Drafting, Electricity, Electronics and Communications, Graphic Arts, and Home Economics. Described in these pages are the objectives, discernible trends, narrative descriptions, specific descriptions, and relationship charts for each of the eight areas of instruction. This historical study will not attempt to duplicate the previous report. The courses offered at the school assist in obtaining job entry skills, particularly the Drafting and Business Education programs. However, Superintendent Meador stated that the courses should be more preparatory rather than job oriented, and that high school courses need to be more exploratory.⁵¹ In preparation for making courses more relevant to the students and instructors, the vocational staff at the State Board of Education spent two days in Moab, to assist vocational education at the center. Teachers were given released time for two days to work with the State Board of Education personnel.

San Juan

In the preparatory stages of receiving a vocational center at Blanding, various methods of receiving data relative to course offerings

⁵⁰Ibid. p. 30.

⁵¹Meador and Johnson.

were in progress, mainly as a result of Loren Martin's employment for this project. As was the case at Moab, surveys were distributed to the students, parents, employers, and the general public. The results of these surveys are supplied in Table 10 as copied from page 81 of the Martin dissertation.⁵² Some rather interesting conclusions can be drawn from the chart which will be brought up in a later section of this chapter.

In the original proposal to the Four Corners Commission from the State Board for Vocational Education the following information is stated:

The proposed Area Vocational Center (District) will provide five cluster areas with six vocational education programs. Those programs will be: auto mechanics, metal working, building trades, health occupations, home economics, and business and office occupations.⁵³

The current course catalog for San Juan High School shows the following courses being offered: Basic Woodworking, Advanced Woodworking, Building Trades, Power Mechanics, Auto, Advanced Auto, Basic Metalworking, Advanced Welding, Silversmithing, Vocational Agriculture, Animal Husbandry, Plant and Soil Science, Agriculture Mechanics, Farm and Ranch Management and Horticulture, Clothing and Textiles, Foods and Nutrition, Advanced Clothing, Vocational Foods, Family Life Workshop, Child Development, Housing and Interior Design, Health Occupations, and Co-op Education.⁵⁴ San Juan High School is a four year high school. All of these course offerings are open to students in grades 9 thru 12, at some time during the four years at San Juan

⁵²Martin, p. 81.

⁵³Files, State Board of Education.

⁵⁴Course Catalog, San Juan High School, p. 10-14.

Table 10. Rank order of recommended programs at San Juan High School

Program	Student rank	Staff rank	Employer rank	Alumni rank	Adult rank	Indian adult rank	College student rank	Average rank	Final rank
Business education	2	3	1	5	1	1	2	2.1	1
Auto mechanics	1	1	3	3	6	2	4	2.9	2
Health occupations	5	4	8	1	2	3	3	3.7	3
Building trades	11	2	2	4	5	4	5	4.7	4
Home economics	3	5	11	6	3	7	6	5.9	5
Agriculture	9	6	9	13	8	6	1	7.4	6
Welding	10	8	5	11	7	5	8	7.7	7
Electronics	8	7	4	7	12	10	7	7.9	8
Cosmetology	4	11	12	2	4	15	10.5	8.4	9
Auto body	6	9	7	14	11	8	9	9.1	10
Commercial art	7	12	14	9	9	13	12	10.9	11
Machine shop	13	10	6	15	15	9	14	11.7	12
Marketing & dis.	15	15	10	8	10	12	13	11.7	13
Drafting	12	13	13	10	13	11	10.5	11.8	14
Graphic arts	14	14	15	12	14	14	15	14.0	15

High. It might be well to note that adult Nurses Aide and Power Sewing courses have also been taught in the past.

All vocational courses are offered in the Zenos L. Black Center where all high school students come for their training. Students are required to take a course in either Home Economics or in Industrial Education during their years at San Juan. Any eleventh or twelfth grade student is classified as a vocational student and the district receives funding for the student taking the class.⁵⁵ In developing courses to be offered at the San Juan Area Vocational School, two important considerations were given:

1. Each must be geared to job entry.
2. Each must provide foundation for further study. In cluster type programs all courses in the cluster will not be given. The emphasis will be placed on those most helpful to job entry. Each course must articulate post-secondary programs in the same fields.⁵⁶

The center is trying to use individualized instruction at all levels of education, as well as self-pacing, and open entry-open exit instruction. Time clocks have been used in some programs. Teacher accountability is a must. All course offerings, grouped in cluster areas, are described briefly and objectives listed for each course, on pages 40-66 in the Four Corners Commission Report.⁵⁷ There will be no attempt to duplicate this information in this study.

Davis

The Davis Area Vocational School, unlike both Moab and San Juan, is separate from the high school offerings. The courses taught at this center are not duplicated in the high schools of the district,

⁵⁵Lyman.

⁵⁶Four Corners Commission Report, Blanding, p. 39.

⁵⁷Ibid., p. 40-66.

with the exception of some business courses. All of the courses are to provide "occupational training and guidance to prepare students for productive, satisfying, and happy employment experiences,"⁵⁸ The courses are taught in cooperation with available agencies and services within the Davis County. One aspect of this center that is strikingly different from the other two area vocational schools is the use of adult or post high, and alternative, and evening courses for training. Programs in these areas are relatively non-existent at Moab and San Juan.

The criterion for which courses are offered is similar to the criterion of the other two centers. That is, the courses are based upon:

1. School District Requests.
2. Vocational programs not economically feasible in each high school.
3. Local job market needs.
4. Student interest and requests.
5. Utah Vocational Education Division approval and recommendations.
6. Davis County Vocational Advisory Council recommendation.⁵⁹

The courses taught at Davis Area Vocational School are listed in the course catalogs supplied by the center. These courses include Appliance Repair, Automotive, Auto Body Repair and Spray Paint, Basic Education (English, Math, etc. to assist in the Vocational area), Brick Masonry, Painting and Commercial Finishes, Building Maintenance, Pre-Apprentice Plumbing, Business Education, Bookkeeping, Cashiering, Clerk Typist, File Clerk, Key Punch Operator, Receptionist, Secretary, Electronic Assembly (taught until last year, then demand dropped), Basic Elec-

⁵⁸ Course Catalog, Davis Vocational Center, p. 4.

⁵⁹ Ibid., p. 5.

tronics and Eight-Track Stereo, Welding (taught with Auto Body), Nurses Aide, and Vocational Homemaking for Young Mothers.

Before the Davis Area Vocational Center (District) was established as such, it was an alternative center for the district. Both the WIN (Worker Incentive Program) and CETA (Comprehensive Employment Training Act) programs have been used to assist in training. All phases of Business Occupation are set up as short term classes, no longer than six months, or until the student is proficient or employable.⁶⁰ Courses at the center are geared to use individualized instruction and open entry - open exit instruction. The only exception is when the type of training required does not lend itself to these types of instruction. Students are allowed to progress as rapidly as they can, and yet take the time they need to gain the necessary employment skills. According to Mr. Andersen, all instructors, where feasible, are developing individualized instruction materials for their specific area or course. These materials include teaching aides such as films, slides, and tapes.⁶¹ All course offerings are flexible, and may be taught both on or off campus, during the day, or during the evening, and available to all ages.

Enrollments and Placements

The enrollment of students into any vocational program is one of the more important happenings within that program. For certainly, if no one enrolls, then there is no need for the program. A strong public relations program, as well as a strong, well qualified instructor is very important in obtaining enrollees for a course. These two aspects

⁶⁰Andersen, Personal Interview, June 27, 1977.

⁶¹Ibid.

are most important to some vocational areas that normally do not attract a large number of the students to the pre-vocational courses offered. A pre-vocational enrollment is paramount to the vocational program. Once a student has enrolled in a vocational program, the student should gain the necessary skills for employment. The three area vocational schools in Utah need to utilize placement services within their school. By doing so, their vocational programs will most often be improved. Max Eninger has clearly shown that schools which operate placement offices for their students, have better vocational education programs than schools which do not offer such a service.⁶²

Many youth go through their high school experience and remain undecided about their future plans. Other students make choices before leaving high school.

For those who plan to enter employment immediately following graduation, the school needs to provide sufficient preparation. Schools must also be ready to serve the high school student who graduates without any vocational preparation by making vocational education available at that point in a variety of ways.⁶³

The area vocational schools at Moab, Blanding, and Layton can assist in this two fold purpose by offering courses to enroll students that will assist them while still in school, or assist them during their post-high years.

Enrollments

The type of information concerning enrollments and placements that was anticipated for this study, could not be obtained due to

⁶²Max Eninger, The Process and Product of T. and I. High School Level Vocational Education in the U. S. (Pittsburg: American Institute for Research, 1965).

⁶³United States Office of Education, Organization, p. 17.

inaccessibility of records, or due to the fact that those who had the records were not available. At Moab Area Vocational School, the enrollments for the various programs offered are the enrollees in the regular courses offered through the high school. It is required that all students take some form of vocational education while attending grades 9 through 12. Therefore, all students normally get some exposure at the center, whether it be pre-vocational or vocational.

In January of 1970, there were 109 eleventh and twelfth grade students at Grand County High School enrolled in the four existing vocational programs. With the establishment of the Center and four additional vocational areas, it was decided by district personnel that the majority of the juniors and seniors would enroll in at least one of the eight program offerings. This meant that approximately 150 students would enroll the first year, with about 200 the second year.⁶⁴ Considering all aspects of possible enrollment (present high school students, post high graduates, drop-outs, and adults) "figures would indicate a potential of 150 all day students, plus 100 young adults, ... and the 100 adults in an evening program, a total of 350 prospective enrollees in the Center the first year."⁶⁵

At Blanding, the San Juan Area Vocational School serves the people in San Juan County on a limited basis. More direct support is provided to the citizens in Blanding, Utah, and to those students who attend San Juan High School. The facility also serves the Indian population within commuting distance of the center based upon their needs and interest. "As an Area Vocational Center (District), if stu-

⁶⁴Final Report-Moab, p. 14.

⁶⁵ibid. p. 17.

dents from other areas desire to participate, it is assumed that they would be allowed to do so on the same basis as students within the San Juan School District."⁶⁶ In a letter to Superintendent Kenneth Maughan, from State Director, Walt Ulrich, concerning the San Juan Center, and dated April 21, 1975, the following is cited:

As you know and can appreciate, the Center is to serve all citizens of your community with a major emphasis, of course, given to the high school students. ... It should also be emphasized that girls, or females, should be given every opportunity to enroll in any vocational program that you offer and the reverse is true, of course, for males in traditionally female programs.

We believe that as the school district administers and develops the Area Vocational Center, that it will provide an excellent opportunity for students to be prepared to enter the world of work and for people to obtain additional skills and training which will help them better succeed and advance in that type of employment.⁶⁷

As the preliminary forms were completed, prior to the construction of the facility at Blanding, it was indicated that the new edifice was to house an enrollment capacity of 450 - 500 daytime students, 100 - 300 evening students, and 150 - 200 adult students.⁶⁸ A study conducted by the Utah State Advisory Council indicated that 75% of the students in Utah need effective vocational training to secure employment. With this fact in mind, it was anticipated that about 500 students at Monticello and San Juan High School (grades 9 - 12) would be involved in job entry programs. These estimates were based on the 1972 enrollments. Furthermore, it was projected that approximately 150 adults would be involved in courses of vocational education at the San Juan Center.⁶⁹

⁶⁶Files, State Board.

⁶⁷Ibid.

⁶⁸Ibid.

⁶⁹Martin, p. 114.

On January 7, 1975, a letter from Dr. R. E. Everett, Administrative Assistant, San Juan School District, to Walt Ulrich, State Director, indicated actual numbers in various courses at that time. In Business and Office there were 70; in Agriculture - 84; in Welding - 37; in Construction - 31; in Home Economics - 143; and in Automotive - 33; for a total of 298 students enrolled. There were also 236 students enrolled in prevocational programs at San Juan Area Vocational School. Thus, in January of 1975, there were a total of 534 students using the facility.⁷⁰

At the Davis Area Vocational School, enrollment is open to any person who can reasonably be expected to benefit from the training available. Students may enroll for classwork on any normal school day, and since most courses are individualized, they may also leave or terminate at their convenience. Since the Center is not associated directly with any district high school, high school students are admitted by recommendation of their respective high school and the district pupil personnel office. Vocational coordinators at each of the high schools may also recommend students for half-day programs where equivalent programs cannot be obtained at the high school.

Last year, 1976-77, there were 560 students enrolled at the area vocational school. Of these 560, approximately one-half were of high school age. Thirty percent of these 280 students were half-day high school, and half-day center students, while the other 70% of the 280 students were dropouts, etc., that were either part-time or full-time. The other half of the 560 enrollees were eighteen and older without a high school diploma, or post-high or graduates seeking vocational training.⁷¹

⁷⁰Files, State Board.

⁷¹Andersen.

Placements

Placement information for the three area vocational schools is scarce. At Moab, the general opinion of the administration was that placement was not to be a part of the total program, but that the school's role was exploratory rather than job oriented. However, both the Drafting and Business programs offered good job preparation and success in placement.⁷²

At San Juan both the Building Trades and the Vocational Agricultural programs are good training grounds for job preparation. Many of the Agricultural students go back to the family farm and stay in the area.⁷³

Projections of employment in the area indicate that most of the job opportunities will relate to construction occupations: secretarial occupations, service-repair occupations, metal, plastic and electrical fabrication; health occupation, tourism, wholesale-retail trade; government; and possibly mining and agriculture. These projections relate closely to the vocational programs determined to be most beneficial as a result of community surveys.⁷⁴

At Davis, the role as to placement appears to be more definitive than that of the other two area vocational schools. The placement at Davis has been quite satisfactory and generally good. For example, in Business, there is an 86% placement of the students; and in the Masonry program three of the fifteen new union members in all of Utah came through the Davis Masonry program.⁷⁵ Upon the completion of programs at Davis Area Vocational School coordination takes place "with Employment Security Services in an effort to pro-

⁷²Meador and Johnson.

⁷³Brooks.

⁷⁴Four Corners Commission Report, Blanding, p. 11.

⁷⁵Andersen.

vide employment for students who have completed training programs or who have developed employable skills."⁷⁶

Financing and Budgets

Paying the cost of any educational program, particularly a vocational education program, has always been a major concern of the school administrator, as well as those who supply, or make funding available. A quality program can be developed through proper funding. It is better to operate a smaller program of high quality, rather than a large program with inadequate funding. A quality program is much more likely to encourage greater community support which will likely result in an expanded program later.

There are several sources of revenue which may be available, directly or indirectly, for the financing of the local vocational program. The vocational administrator should be in a position to take advantage of all legitimate sources of income in meeting program costs.⁷⁷

The area vocational schools in Utah are funded through various options, of which all or part may be used. Some of the options for funding include: Federal (Education, Manpower, Labor, etc.), State, Local, Surplus, loans, gifts and grants.

Table 11 shows expenditures for Vocational and Technical Education for Fiscal Year 1976 to each of the three school districts that have area vocational schools within the district.⁷⁸ These figures do not show the amounts expended at the area vocational schools, but rather within the district as a whole for all vocational programs.

⁷⁶Course Catalog, Davis Vocational Center, p. 5.

⁷⁷United States Office of Education, Organization, p. 53.

⁷⁸Utah Annual Report, 1976, p. 145.

Portions of these funds are allocated to the various centers for their use.

Table 11. Expenditures for Vocational Education for Fiscal Year 1976.

District	Local	State	Federal	Total
Davis	1,309,125	761,027	166,105	2,236,257
Grand	43,656	55,303	3,105	102,065
San Juan	86,610	14,990	27,680	129,280

It is important that the Area Vocational Schools in Davis, San Juan, and Grand Counties receive funding, no matter the source, in order that proper and quality vocational education can take place.

Moab

As funding was appropriated for the Moab Area Vocational School, an important statement was brought forth by Superintendent T. H. Bell concerning the designation of Moab as a district center only, and not a multi-district center.

Dr. Bell stated that the Legislature requested that multi-district Area Vocational Centers, for which State appropriation support is to be requested, not be established without prior approval of the Legislature. It is important that we make it clear that this is to be a district center and that the State Board is not obligating future legislative appropriation similar to those at Richfield, Uintah Basin, and Cache Valley. Any such action will require prior legislative approval.⁷⁹

As both San Juan, in 1970, and Davis, in 1972, were designated as Area Vocational Centers (District) this same philosophy, as expressed by Dr. Bell, applied.

At the June 13, 1969, State Board Meeting, it was also mentioned with regard to constructing a facility at Moab, that:

⁷⁹Minutes, State Board, June 13, 1969.

Grand County has approximately \$90,000 available for the center. The State Board will contribute federal funds of approximately \$60,000 and there is a possibility that the Four Corners Commission will match the \$60,000 for facilities in Moab.⁸⁰

After commitments had been made as to funding, the amount totaled \$320,000. However, to adequately build the facility needed, it was recommended that another \$100,000 to \$150,000 should be found. Through the efforts of the Four Corners Regional Commission and the local school board, the total was brought to \$387,000. After the second bids were opened in October of 1970, \$60,000 was still needed. Dr. Vaughn Hall reported the need for the additional funding at the November 13, 1970, State Board Meeting. Another \$30,000 was approved by the State Board for Vocational Education, providing the Four Corners Commission also appropriated \$30,000.⁸¹

The Moab Area Vocational Center is planned for approximately 21,000 square feet of floor space. The estimated cost of construction of a facility of this size, as of July 1970 is \$477,622.⁸²

At the completion of the construction, the total cost to equip the center amounted to \$532,004. In a letter to Walt Ulrich on January 10, 1972, from the Grand County Board of Education, the total expenditures for the new facility are indicated.⁸³

Building Costs	\$448,846
Architect Fees	28,865
Equipment Purchase	45,341
Other Miscellaneous costs	<u>8,952</u>

\$532,004

⁸⁰Ibid.

⁸¹Ibid., November 13, 1970.

⁸²Final Report, Moab, p. 8.

⁸³Files, State Board.

Funding Received from:

Federal	\$178,300
State	129,069
Local	224,635
	<u>\$532,004</u>

The funding on a yearly basis to Moab Area Vocational School is through regular type funding procedures as found in all school districts of the State. Since the center is a function of the school, the Principal handles the funds as part of the regular high school program. No budgetary amounts were made available for this study.

San Juan

As was the situation with the Moab Center, the San Juan Area Vocational Center (District) also had difficulty in the acquisition of funds for construction of the needed facility in Blanding. Before the district center was designated as such by the action of the State Board of Education, appropriate action was underway to secure the necessary funds for construction. On March 23, 1970, an application for a federal aid grant was submitted through the Utah State Board for Vocational Education to the State Planning Coordinator, Office of the Governor, for \$630,500.00. This grant was to provide money to construct a facility in Blanding for students in the surrounding schools, for adults in San Juan County and to a limited degree, the Four Corners Area. The report indicated the following information:

Construction:

19,000 sq. ft. at \$25 per sq. ft.	\$475,000
Architect's fees (6%)	28,500
Land purchase - 13-1/2 acres @ \$2,000/acre	27,000
Equipment costs	<u>100,000</u>
	<u>\$630,500</u>

San Juan District was to furnish \$200,000; the State Board for Vocational Education - \$100,000; and the Four Corners Regional Commission - \$330,500 for the project.⁸⁴

Later that year, at the November 13, 1970, State Board of Education Meeting, the San Juan Area Vocational Center (District) was so designated. The State Board's share for the construction costs, that of \$100,000, was also approved at that board meeting.⁸⁵

Only the State Board of Education, however, allocated the above indicated amount. San Juan allotted only \$100,000, and the Four Corner's Regional Commission allotted only \$150,000 for a total of \$350,000, a figure far short of the needed funding for the project to begin. New commitments and other sources were necessary. The Office of Rehabilitation Services (ORS) was contacted. After much discussion between Dr. Harvey Hirschi, Administrator of the Division of Rehabilitation Services, State Department of Education and Superintendent Maughan of San Juan District, and others involved, "an agreement was reached to include ... \$60,000 from ORS for tools and equipment."⁸⁶ Also the Division of Indian Affairs was contacted with regards to possible assistance. The Utah Navajo Development Council contributed \$50,000 for construction use.⁸⁷

San Juan School District re-evaluated their total amount and allocated additional funds. All that was needed to begin construction was a Four Corners Regional Commission commitment. That commitment

⁸⁴Ibid.

⁸⁵Minutes State Board, November 17, 1970, p. 7398.

⁸⁶Four Corners Commission Report, Blanding, p. 26.

⁸⁷Files, State Board.

came on January 22, 1973, in a letter from Governor Calvin Rampton to Superintendent Walter Talbot, indicating that \$160,000 had been approved for the construction of the facility at Blanding.⁸⁸

Final costs for the construction of Zenos L. Black Career Education Center were \$644,333. Superintendent Walter Talbot, in a letter to Mr. Bosko Krivikapich, Four Corners Regional Commission, Farmington, New Mexico, dated January 28, 1975, related the following costs for construction.⁸⁹

Utah State Board for Vocational Education . . .	\$100,000
FCRC	160,000
State	0
Local	274,333
Other: Utah Navajo Development Council	50,000
Utah State Board Rehabilitation	
Services Division	60,000
	<hr/>
Total	\$644,333

An all inclusive list of equipment and tool costs for each vocational area taught at the San Juan Center was included in the Four Corners Commission Report. Thus, indication was given as to what type of a budget was necessary to equip a facility such as the one in Blanding. No total amount was listed in the report, only individual amounts.⁹⁰ Also included in the same report was a page showing the projected annual operational expenses for the Center. The estimated yearly cost shown in the report was \$117,750.00.⁹¹ Other than the information listed above, no budgets or finances were made available

⁸⁸Ibid.

⁸⁹Ibid.

⁹⁰Four Corners Commission Report, Blanding, p. 67-119.

⁹¹Ibid. p. 29.

for use in this historical study. Funding comes through regular district channels similarly to the other forty school districts in Utah.

Davis

Since no extensive studies or reports are in existence, nor budgets and finance made accessible relative to the Davis Area Vocational School, there was virtually little information available for this portion of the historical development. The Davis District Vocational Director, Clint Zollinger, did indicate that the center cannot meet all of the center's needs because of a lack of funding. This past 1976-77 school year, \$223,000 was received for use at the center.⁹²

On January 16, 1973, Superintendent Bernell Wrigley presented information to the State Board for Vocational Education concerning agencies that could possibly give financial assistance to the Davis Area Vocational School. These agencies were: WIN, MDTA, Public Service Careers, Vocational Rehabilitation, Migrant Council, Social Services, Adult Basic Education, Career Opportunities Program, and ADA State Assistance.⁹³ These agencies are in addition to the regular funding procedures available throughout the State of Utah. Money is currently available for one building to be constructed at the Kaysville campus. No figure as to cost was given.

⁹²Zollinger.

⁹³Files, State Board.

CHAPTER VI

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

SummaryIntroduction

The purpose of this study was to collect, describe, and interpret source materials pertaining to the three area vocational centers and the three area vocational schools in Utah from the inception of each institution to the close of the 1976-77 school year. Specifically, the aim was to preserve, in historical form, and in one treatise, the records of events and developments that have influenced the growth of the six vocational institutions in Utah; and to honor those individuals who pioneered the establishment of the three area vocational centers and three area vocational schools. The historical method of research was employed to obtain these objectives.

Historical background

It is common knowledge that education in Utah is an intrinsic function of the State. Formal education in Utah began when the Mormon Pioneers entered the Great Salt Lake Valley, and established schools to educate their youth. Since that time, schools throughout the State of Utah have been established. Utah's schools, like schools throughout the nation, have benefited from Federal assistance, particularly since the early 1960's. The "Sputnik Era" of the late 1950's

ushered in a greater need for vocational education on a national and local level. To meet this need, Congress provided legislation, such as the 1963 Vocational Education Act, and the 1968 Amendments, to establish vocational centers at the local level. Sevier Valley, Uintah Basin and Bridgerland Area Vocational Centers and Moab, San Juan, and Davis Area Vocational Schools are six such institutions, and were established to meet vocational needs. Since the establishment of the six vocational learning centers, it has been one of the goals of each center and each school to make students capable and sensible in the use of knowledge, skill, and understanding that they acquire through education. This goal has been a part of vocational education in all generations, and is currently found in programs at each of the six respective institutions.

Growth and development

As stated, both the area vocational centers and the area vocational schools are results of the Vocational Education Act of 1963. The 1968 Amendments renewed the emphasis given by the 1963 Act. As specified under the provisions of the vocational laws, each institution had to meet certain criteria. Among other requirements, the institution needed to meet at least one of the following: (1) a specialized vocational high school; (2) a department of a high school with a minimum of five vocational subject areas; (3) a technical or vocational school for post high; and (4) a department of a junior college or community college with no less than five vocational subject areas of instruction. Sevier Valley, Uintah Basin, and Bridgerland Area Vocational Centers came into existence under classifications one and three listed above. Moab, San Juan, and Davis Area Vocational Schools meet requirement two

of the above listed criteria. A great deal of political support by individuals at the national level, the state level and the local level resulted in the six vocational centers being established in Utah. Individuals such as Senator Wallace Bennett and Governor Calvin Rampton voiced their approval of support towards vocational facilities being established in Utah. Concerned individuals worked cooperatively to make vocational centers and schools in Utah become a reality.

Economic and social factors have also had tremendous influences upon vocational education in Utah. Depressions, recessions, and turmoils have been largely responsible for vocational changes and growth within the state today. The needs of society change as economic and social changes take place. These social and economic changes, such as depressions, recessions, and civil rights, assisted in the development of area vocational centers and schools throughout the nation and in Utah. These changes have also improved vocational education and helped to upgrade and provide a better economy within the state.

The six area vocational institutions all had common origins. They all began as district vocational centers, but the 1971 Utah State Legislature designated Uintah Basin, Bridgerland, and Sevier Valley as area vocational centers, serving multi-districts, and under State Board of Education control. Prior to placement under State Board control, Sevier had begun as a pilot program in 1961, and in early 1965 was made an area vocational center. Both Uintah Basin and Bridgerland were designated as area vocational centers on June 14, 1967. Each of these institutions were still under the control of their respective school districts until 1971.

On June 13, 1969, Moab was designated as an area vocational school, with San Juan's designation coming on November 13, 1970. Davis was designated as an area vocational school on December 8, 1972. The three area vocational schools are under the control of their respective school districts. (See Appendix A-1.)

Because of the short span of existence of the area vocational schools few changes have taken place that have been significant. Most changes have been in the administrative area. At the area vocational centers, many changes have occurred as a result of political action. Other factors such as economy, society and professionalism have also brought forth changes. Generally these changes have caused greater stability for the six institutions, and allowed better planning and development of quality programs to meet the needs of students.

In order to minimize state control and maximize local control, each of the six centers have developed policies that govern their individual school. These policies were developed by participating school districts and adopted for use by the area boards in the case of Sevier, Uintah, and Bridgerland. These three centers are also provided with a Policy Manual developed by the State Board of Education to assist with governance.

The administration and staff in any organization are most important. Programs at the three area vocational centers and the three area vocational schools have been shaped by the vision and skill of individuals hired to perform their duties. Programs are developed by these same individuals, and if the staff members are properly qualified, then the courses that students enroll into are viable and productive. There have been times at each of the six vocational centers when either administrators or staff members, or both, have not been

compatible with some of the happenings that take place. These differences have generally been solved so as to maintain a high quality of service rendered to each institution.

Federal legislation has made it possible to meet the needs of a well-rounded and balanced vocational program by providing good facilities and proper equipment at each of the six centers. With the exception of Bridgerland, all six centers are either presently in new facilities, or building new facilities. In each case, Bridgerland included, the facilities and equipment are generally regarded as adequate and up to date, and often comparable to actual working conditions.

All course offerings at the six area vocational institutions are to assist students in developing talents, and in understanding, controlling and being confident in their environment. The curriculum is generally based on needs of the area and are programs that cannot economically be taught at the local high schools. Programs are generally geared for open entry/open exit instruction where feasible, and students may progress at their own rate. Most curriculum offerings at the six area vocational institutions are those determined to be needed by the student in the geographical area. School personnel, students, parents, and employers helped to determine these course offerings. Some offerings are taught because of popularity or tradition. The philosophy of some individuals at some of the area schools is that the courses are to be exploratory, and thus not all courses are geared for job entry levels. Individualized instruction is used in many courses as well as open entry/open exit. In some classes time clocks are used to simulate actual working conditions similar to those in industry.

Enrollments into any vocational program are important, for without students there can be no program. The pursuit of a vocation is a social as well as an economic necessity for most people. All six vocational centers provide the bulk of the vocational education to secondary students in each of the respective locales. At the Davis facility, however, generally only courses that are not taught in the surrounding high schools are offered at the center. Enrollments into post-secondary programs are continuing to grow at the three area vocational centers and at Davis Area Vocational School. At Moab and San Juan, post-secondary programs are relatively non-existent when compared to the other four institutions.

The State Plan mandates post-secondary placement of students at the area vocational centers. On a secondary level, placement may be contracted with the participating center and is optional to each school district. Placement of students at the Moab and San Juan Schools is not deemed a necessary role of the school, whereas, at Davis, placement is deemed necessary.

Financing a total vocational program at each of the six centers and schools is a high priority budgetary matter for those who develop the budget. Proper financing and budgeting can lead to an efficient and a quality vocational program. A quality program is much more likely to encourage greater community support which will most likely result in an expanded program. All available sources of funding should be utilized at each of the institutions. Although the budgets continue to increase each year, there is simply not enough money to do what the administration at the centers and schools would like to do.

Trends and Issues

One of the objectives of this historical study was to determine the significant trends and contributions of programs at the six area vocational institutions. Changing technological, social, political, and economic forces have shaped the American society and American education in recent years. These new forces have brought forth new resources and new demands for vocational education in Utah. Added dimensions of service have been contributed to the State of Utah through the establishment of area vocational centers and schools. The status of vocational education has risen and it seems likely that the proportion of students seeking vocational education will increase dramatically. As enrollment of students increases, and vocational education services extend, then it also appears that all students who want vocational education in Utah can be admitted to the desired programs in the local areas of the State.

The area vocational centers and schools have contributed a greater vocational education opportunity to people who are in need of preparation for work. The six institutions are ready to serve any individual, regardless of race, creed, color, sex, religion, and ability, who needs training or retraining. The vocational education at each of the six centers is obtained through programs that satisfy the local needs of the surrounding locales. The program offerings generally reflect a trend towards both immediate and future needs and developments. This study also revealed that the trend of public awareness and concern for relevancy of a program exists, and that the public assisted in determining what courses should be taught at the centers.

Flexibility of programs at each of the three area centers and three area schools is a pronounced trend, basically brought about by federal

aid, state legislation and policy. This flexibility trend, part of which includes individualizing of instruction and open entry/open exit, contributes a greater opportunity to meet the needs of both the disadvantaged student and the gifted student, as well as all those students between these two extremes.

State and local administrators of education indicated that the area vocational centers and area vocational schools have provided a more economical method of training vocational students for the various cooperating school districts of the state. The institutions also provide for the unfulfilled vocational education curriculum needs of the local school districts. The facilities and equipment at each of the centers generally contribute to the esthetic surroundings and to actual working conditions in the specific area. As with all education, vocational education funding is on an upward trend.

Another objective of this historical study was to determine how the study could be used to guide future trends and contributions of the area vocational centers and the area vocational schools. As indicated in chapter four, Governor Calvin Rampton stated that he was interested in the future because he was to spend the rest of his life there. He further stated that it is society's need today to prepare for quality education, including vocational education, in the State of Utah. Relative to Governor Rampton's thoughts, this study can be used in planning for future programs of vocational education, or the improvement of existing programs, in that it indicated that careful planning is essential to proper and efficient vocational education. The influence of rapid technological change must be accounted for and understood. Future programs must achieve greater flexibility in order to satisfy more diverse needs for a more diverse population. This study indicated that the opportunity

for the area vocational centers and area vocational schools to contract services which are not available in the standard school setting can and should increase this flexibility. Re-examining what exists, changing whatever requires change, and expanding and extending the service which the programs were created to provide, can offer valuable assistance to the future of vocational education in Utah at all institutions.

The area vocational centers and area vocational schools in Utah provide programs that take into account, and reflect the local economy and job market. These six vocational institutions must continue to reflect local trends as well as regional and national trends if the programs offered are to meet the needs of a mobile society.

This historical study also indicated that public support has been essential to proper development of programs. Significant groups such as industry, teachers, minorities, parents, and businesses were surveyed in early stages of development at the six area institutions. These groups assisted in determining relevant courses to be taught. People will support a good viable program, especially if they know and understand what is happening because of involvement. However, this study has brought out an important issue that might be used to guide future planning. This issue relates to the fact that although many groups were used in planning, too often facilities used at the centers and schools are "hand-me-downs" and therefore are not adequate. The attitude of "let's get what we can now" rather than "let's wait and get what we want later" often exists. This attitude appears to have hindered proper facility growth and has accounted for over-crowded conditions. Larger, and more adequate facilities are then needed

within a few short years which places undue strain upon personnel at the centers and upon the taxpayers.

Another issue that has surfaced as a result of this study is the effect of CETA upon the area centers and schools. This issue is indirectly related to the study in that the six institutions may receive funding through CETA programs. The CETA funds come from the Department of Labor, and not through educational channels as does vocational funding. In future years, CETA funding will most likely continue to provide pay for students as the student learns. However, vocational education appears to be giving more support and will continue to exert the most influence upon the six institutions. Gene Bottoms, Executive Director of AVA, says that CETA currently does not target funds to enable delivery of quality vocational education and the related services that disadvantaged youth need to move into today's private sector jobs. Perhaps the greatest contribution of CETA upon the area institutions will be to strengthen a linkage between education and labor.

Another issue or trend that frequently occurs to area institutions is that of progression towards more status or higher levels. Concerned individuals at many area institutions seek junior college, technical college, or even college status. This thought has been existent at some area centers in Utah. It should be noted, however, that the explicit role of area centers and schools is spelled out through legislation. Area institutions are to be non-baccalaureate. However, credit from area centers needs to be transferable to degree programs at higher level institutions in order for students to continue their education if they desire to do so. This means that even though area

centers by law are to remain non-degree institutions, there must be articulation between area centers and junior colleges and colleges. Such linkages between existing institutions will insure that students will receive the necessary articulation and thus be able to continue their educational pursuits. This careful articulation, and allowing credit to be transferred to higher institutions, would also assist in the area institutions not seeking a higher status.

A major trend in vocational education is job placement. Higher standards of placements are revised regularly to help produce accountability in vocational education. Since the purpose of any education is to prepare students for dependent roles in society, then certainly, this trend is totally compatible with educational philosophy. Preventing unemployment, by providing salable skills, is better than trying to treat unemployment. Job placement provides a vital link to keeping people employed.

This issue of job placement, and keeping people prepared for life work, raises a correlating issue relative to the term vocational education. Since vocational education is on-going throughout a person's life, perhaps a better term might be Life Span Education. This term is far more inclusive of what an individual does throughout life. It encompasses both the liberal education and specialized education terms and any type of education in between. The term Life Span Education explains what education is all about at the six area institutions

Another use for this study in guiding future trends and contributions of the area vocational centers and the area vocational schools is that the study has attempted to show that the education of any

individual is the greatest product that educational systems can produce. If Utah's area vocational centers and area vocational schools can make all their students the beneficiary of proper vocational education, then the institutions have contributed to the social, economic, and manpower needs of society. Perhaps the real test of all programs at all six area institutions will be the extent to which they produce productive, effective, self-disciplined citizens capable of properly functioning in society.

Major Findings

The major findings of the study were as follows:

1. Area vocational centers, by law, (1963 Act and 1968 Amendments) are required to serve multi-district areas. Area vocational schools serve one district only.
2. Area vocational centers have their own separate board comprised of board members from each school district, and Utah State University in the case of Bridgerland Area Vocational Center. Area vocational schools come under the jurisdiction of district school boards.
3. The vocational director of an area vocational center is the Chief Executive Officer - similar to a district superintendent - and one of his duties is to manage the budget. The vocational director of the district is in a supervisory role at an area vocational school. The administration and staff are generally qualified for their assignments as per guidelines found in the Utah State Plan.
4. An area vocational center has a state appropriated budget for Adult Education. In an area vocational school, any adult funding comes from regular district budgets.

5. As an area vocational center, a member of the staff of the State Board of Education is assigned to meet with the area board each month. No member of the State Board staff is assigned to an area vocational school.

6. Budgets have continued to increase at all six institutions, but the funding is still not enough. At area vocational centers, the area director submits a budget to the State Board of Education directly. From there it is submitted to the Legislature. At an area vocational school, budgets are appropriated through statewide legislative approval.

7. Area vocational centers contract with each school district for revenue to assist in training of students from each district. Area vocational schools are an entity of the district and as such receive funding internally.

8. Area vocational centers offer courses based on job needs. If there is no need for the job, then there is no need for the course. Courses are not necessarily based on job needs at the area vocational schools. However, all six institutions were established basically to meet the unfulfilled vocational curriculum needs of the local school districts and to provide each concerned school district a more economical method of training vocational students, even though all courses are not geared for job entry level.

9. The establishment of an area vocational center requires legislative approval, whereas the school district creates an area vocational school. Political support on a national, state, and local level gave thrust to the establishment of the six vocational institutions in Utah.

10. Area vocational centers receive legislative funding. An area vocational school receives legislative funding assistance only for the construction of the facility, and then, only if five separate vocational areas are offered.

11. An area vocational center is governed by State Board of Education policy. A policy manual is available. An area vocational school is governed by the respective school district.

12. Economic and social developments and trends assisted in the origin, growth and development of the six institutions. This growth and development has paralleled the origin, growth and development of area centers and schools throughout the nation. That is, through the 1963 Act, each state was given the autonomy to develop State Plans and to follow these State Plan guidelines in establishing the area school or center concept.

13. The physical facilities and equipment at the three area centers and the three area schools are adequate for instruction and are often comparable to actual working conditions.

14. The three area centers, as well as the Davis Area School, make extensive use of post-high, evening, and alternative classes. These classes are relatively non-existent at Moab and San Juan.

15. Extensive planning studies were made at the three area vocational centers and at Moab and San Juan Schools prior to, and after their respective designation as area vocational institutions.

16. Limitations of industrial growth and in-depth curriculum offerings are placed upon both Moab and San Juan Area Vocational Schools due to being relatively isolated from the more populous areas

of the State, and from major transportation routes. High school students basically comprise the enrollments at these two area schools.

17. Area vocational centers and area vocational schools cannot really be compared to each other. There are only two major relationships between area vocational centers and area vocational schools. One is that both must have five areas of vocational training. However, five areas are only necessary at area vocational schools if federal funding is used to construct a separate facility. The second similarity is that area vocational centers began the same as the area vocational schools, that is, as district entities. The 1971 legislature, however, created three designated area vocational centers in Richfield, Roosevelt, and Logan, effective July 1, 1971 (H.B. 171).

Conclusions

The conclusions of the study were as follows:

1. In order to be in compliance with federal and state legislation, all program offerings at each of the six area institutions are to provide the opportunity for every student to develop a marketable skill by the time the student leaves the institution. These vocational courses can not be exploratory. Every attempt must be made in all programs to provide those realistic experiences which will increase relevancy of vocational instruction at all six centers.

2. A placement and follow-up service is an integral aspect of the total vocational program. Placement of students must take a more definitive role at the area vocational school, particularly at San Juan and Moab. In addition, organized programs for systematic follow-up of students after graduation or placement are needed at all six institutions.

3. More extensive use of advisory committees would benefit program offerings and make instruction more relevant.

4. The six youth organizations sponsored in the state are to be initiated or take a more active role at each of the six institutions in order that students can benefit from the growth experience that is offered by club membership.

5. Administration and staff do not always follow the guidelines and policies of their respective institution. Too often, there is an unwritten policy that is followed which serves as a deterrent to quality vocational education. This adherence to unwritten policy often causes a lack of commitment. Where there is no real commitment, or no need or desire to fill a void, there is no real program. However, when the commitment is strong, viable programs exist.

6. Adequate vocational education for youth and adults with special needs is sometimes lacking at all six institutions. In many respects vocational education courses have become too selective with regard to who may be accepted. Specifically, Moab and San Juan Area Vocational Schools must expand their use of facilities to include adult or post high, alternative, and evening programs if they are to be in compliance with federal guidelines. These programs are virtually non-existent when compared to the other four institutions.

7. Moab and San Juan Area Vocational Schools can function more effectively if they re-establish the position of director at each respective center. The director must be one who understands all aspects of the vocational spectrum, and is given the freedom and autonomy to properly administer the center so as to achieve better coordination between the high school and the center.

8. Greater interrelation is needed between secondary and post-secondary vocational programs to prepare students for better articulation and reduce duplication and overlap between the two levels. Adequately developed curriculum and instruction materials can provide better articulation between the secondary and post-secondary programs. Also, the open entry/open exit concept can provide for greater opportunity to alleviate duplication between the two levels. However, at present, this concept is not necessarily achieving the established program goals at the six institutions.

9. Changing technological, social, political and economic forces have added new resources and demands for vocational education in Utah. The status of vocational education in Utah has risen and it seems likely that the proportion of students in vocational education will increase dramatically.

10. Utah's method of establishing area centers and area schools is in compliance with federal guidelines as written in the 1963 Act and reiterated in the 1968 Amendments. Each state was given the autonomy, through these vocational laws, to establish their own patterns of development. Thus, each state varies from one another as to whether the area schools or centers began as local or state originated entities.

Recommendations

The following recommendations are offered as possible aids and solutions to problems as concluded in this historical study. These recommendations are offered after having counseled with concerned personnel at Bridgerland, Sevier Valley, and Uintah Basin Area Vocational Centers, Moab, San Juan, and Davis Area Vocational Schools, the Utah

State Board of Education - Vocational Division, and after having read literature pertinent to this study. The following recommendations were:

1. More effort should be exerted at all six institutions to maintain job entry level programs that will assist students in becoming a more capable and productive citizen in society.
2. The enrollments and placements of each specific program should be analysed thoroughly. If enrollments are low and placements are poor, or if enrollments are high and placement is still poor, then the program should be discontinued as per federal guidelines. Particular courses at each of the six institutions have this problem of poor enrollments and placements.
3. Each of the area vocational centers and area vocational schools need to continue efforts to assist various special need groups, such as the Indians, and offer courses compatible to surrounding cultures. This may be difficult to achieve and still maintain the desired traditions of various cultures.
4. All three area vocational centers have recently had evaluations. Each respective center needs to look closely at the recommendations as given by the evaluating team and implement these recommendations.
5. Other studies should be conducted to determine the articulation needs of curriculum, role, policy, etc., for the six area institutions.
6. Other studies should be undertaken to determine the feasibility of establishing other area vocational centers in Utah which would be in accordance with the 1966 Peabody Report.
7. Careful planning of programs is essential and should continue for new programs, or if new centers or schools are established in Utah.
8. Future programs must achieve greater flexibility and be given

more autonomy in order to satisfy the more diverse needs for a more diverse population.

9. All six vocational institutions must continue to reflect local, regional, and national needs and trends if the offerings are to meet the needs and trends of a mobile society.

10. Good public relation programs at each institutions should continue if they are to gain essential support and development of viable, vocational offerings.

11. Adult or post-high, alternative, and evening programs should be expanded, particularly at San Juan and Moab Area Schools.

12. All six institutions should continue to seek out and employ qualified staff members. Moab and San Juan should re-establish the position of director.

13. The six youth organizations should take a more active role at each facility.

14. Better articulation should be developed between secondary and post-secondary program offerings.

15. Each institution needs to continue to exert efforts to meet the needs of all students through flexibility of instruction and curriculum.

16. Advisory committees should be used more extensively to assist in making program offerings more relevant to the student.

17. The guidelines and policies of each institution should be followed by each faculty member. There should be no lack of commitment if programs are to be viable.

18. Each institution should continue to assist students to become productive, effective, self-disciplined citizens capable of properly functioning and finding their place in society.

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APPENDIX A

Appendix A-2Definitions of Area Vocational School Designation in UtahArea Vocational Center (District)

- A. Requested by the local board of education.
- B. Approved by the Utah State Board for Vocational Education.
- C. Serves high school students and adults in a single district.
- D. Funded by local educational agency and Utah State Board for Vocational Education with Federal vocational funds.

Area Vocational Center

- A. Requested by local board(s) of education or institutions.
- B. Approved by Utah State Board for Vocational Education and Utah State Legislature.
- C. Serves high school students and post-secondary school students and adults in multi-district areas.
- D. Funded by Utah State Legislature, Utah State Board for Vocational Education (federal funds), and contract funds from local boards of education for high school students.

Area Vocational School

- A. Requested by local institutions or Utah State Board for Vocational Education.
- B. Approved by Utah State Legislature and Utah State Board for Vocational Education.
- C. Serves post-secondary students and adult. Encouraged to serve high school students under contract as time and facilities permit.
- D. Funded by Utah State Legislature and Utah State Board for Vocational Education (federal funds).

Appendix A-3Sevier Valley Tech Placement-1975

Table 13. Employment location for 1975 completors at Sevier Valley Area Vocational Center

<u>Auto Body</u>		<u>Commercial Art</u>	
Tooele - - - - -	3	Richfield - - - - -	1
Panguitch - - - - -	1	Salt Lake City - - - - -	2
Richfield - - - - -	1		
<u>Auto Mechanics</u>		<u>Diesel Mechanics</u>	
Boulder - - - - -	1	Soda Springs, Idaho - - -	1
Salina - - - - -	1	Greenriver, Wyo. - - -	2
		-- Wyo. - - - - -	1
<u>Building Trades</u>		<u>Drafting</u>	
Aurora - - - - -	1	Richfield - - - - -	3
Loa - - - - -	1		
Richfield - - - - -	2		
Cedar City - - - - -	1	<u>Nurses Aid</u>	
Koosharem - - - - -	1	Richfield - - - - -	2
Glendale - - - - -	1		
<u>Business</u>		<u>Welding</u>	
Monroe - - - - -	1	Richfield - - - - -	1
Richfield - - - - -	6	Salina - - - - -	1
		Snowville - - - - -	1
<u>Business Machine Repair</u>		Fillmore - - - - -	1
Moroni - - - - -	1		
Price - - - - -	1		
<u>Cosmetology</u>			
Richfield - - - - -	5		
Sevier - - - - -	1		
St. George - - - - -	1		

SUMMARY BY COUNTY

Sevier - - - -	27	Tooele - - - -	3
Wayne - - - -	1	Kane - - - -	1
Garfield - - -	2	Carbon - - - -	1
Sanpete - - -	1	Salt Lake - - -	2
Iron - - - -	1	Box Elder - - -	1
Washington - -	1	Idaho - - - -	1
Millard - - -	1	Wyoming- - - -	3

Appendix A-4

Placement of High School Students at Uintah Basin Area Vocational Center

Table 14. High school student placement at Uintah Basin Area Vocational Center from 1972 through 1975

Program	1971-1972		1972-1973		1973-1974		1974-1975		Total		
	A*	P**	A	P	A	P	A	P	A	P	%
Agriculture	18	15	6	1	-	-	-	-	24	16	67%
Distributive Educ.	-	-	3	3	8	7	22	18	33	28	85%
Health	-	-	-	-	-	-	10	7	10	7	70%
Office Occupations	37	18	44	21	68	61	63	43	212	143	67%
Technical Educ.	24	18	-	-	-	-	-	-	24	18	75%
T & I	61	47	50	24	96	74	50	33	257	178	69%
Total	138	96	104	49	172	142	145	101	559	388	69%
		70%		47%		83%		70%			69%

*Available

**Placed

Appendix A-5House Bill No. 171

An Act Relating To The Area Vocational Technical Centers; Providing For Their Management By The State Board For Vocational Education; Authorizing The Board To Prescribe Courses, Award Post-Secondary Education Credit And Maintain Records On Each Students, And Providing An Effective Date.

Be it enacted by the Legislature of the State of Utah:

Section 1. The area vocational technical centers shall be under the control and management of the state board for vocational education. The board shall have authority to prescribe courses, limited to vocational, technical, and related education, to award post-secondary education credit for successful completion of all programs as prescribed by the board, to maintain a record of training for each student, and to verify the training to other educational institutions and prospective employers.

Section 2. This act shall take effect July 1, 1971.

Appendix A-6Percentage of High School Students Attending
Sevier Valley Tech 1970-71RICHFIELD

47% of Junior Boys

1% of Junior Girls

46% of Senior Boys

50% of Senior Girls

46% of all Junior and Senior Boys

24% of all Junior and Senior Girls

34% of all Junior and
Senior StudentsSOUTH SEVIER

22% of Junior Boys

19% of Junior Girls

59% of Senior Boys

54% of Senior Girls

40% of all Junior and Senior Boys

34% of all Junior and Senior Girls

37% of all Junior and
Senior StudentsNORTH SEVIER

62% of Junior Boys

17% of Junior Girls

47% of Senior Boys

34% of Senior Girls

54% of all Junior and Senior Boys

27% of all Junior and Senior Girls

40% of all Junior and
Senior StudentsDISTRICT

46% of all Junior and Senior Boys

26% of all Junior and Senior Girls

36% of all District Junior
and Senior Students

NOTE: These figures do not include students who come to the Tech for just one period.

Appendix A-7Reasons for An Area Vocational Center
to Grant Post Secondary Credit

1. Status usually follows the authorization to grant credit; particularly if the institution is accredited through the regional accrediting agency. (If the institution is not accredited, the credit is of little value for transfer.)
2. It is discriminatory to allow one post secondary institution to grant credit for the same course of study for which a sister institution cannot give credit.
3. The credit system simplifies the record keeping and record transfer burden of an institution.
4. The credit system is universally understood and thus enhances communication between institutions.
5. Credit granting authority would place an area vocational center on par with all other post secondary institutions that can grant credit.
6. Credit granting authority simplifies requirements to make the institution eligible for federal programs that require credit as evidence of progress toward degrees.
7. The denial of credit for vocational education tends to give this type of training an inferior label in minds of some prospective students, patrons and school administrators.
8. The units of credit serve as a motivating force to some students.
9. It requires less effort and time to record simple credit and grade than to spell out student proficiency.
10. Students need not pay to have credit transferred and recorded at a receiving institution as he would be required if approved credit were not awarded.
11. Some parents and students prefer schools that grant credit from a recognition standpoint.

Appendix A-8Reasons Why Area Vocational Centers
Should Not Award Post Secondary Credit

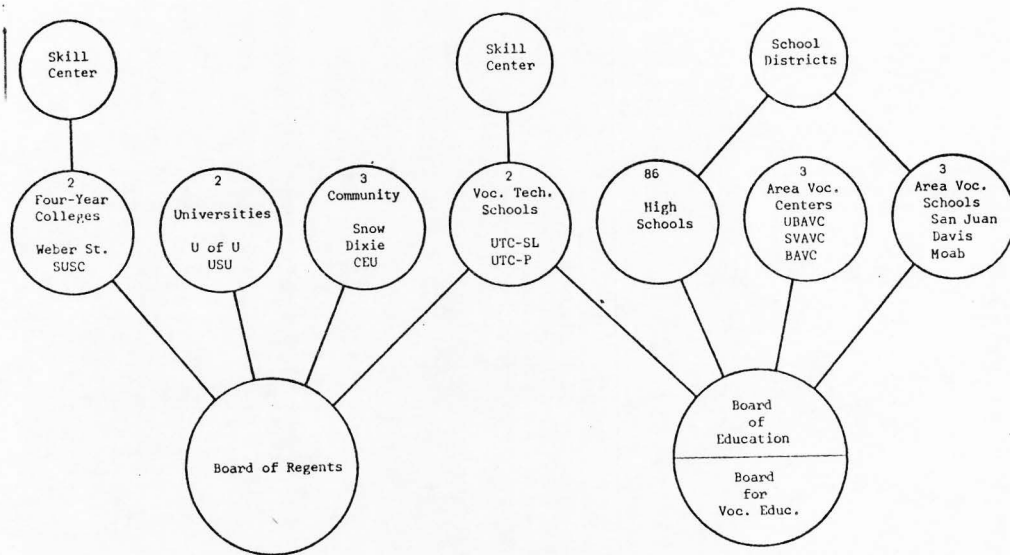
1. Historically, credit has become the end goal or responsibility to students of institutions instead of being accountable for what the student has learned.
2. Credit encourages segmentation of a course of study rather than articulation.
3. The transfer value of an institution's credit is wholly dependent upon the evaluation of the receiving institution. Therefore, competency statements are as valid for transfer as is credit, (reference LPN at CEU).
4. The credit system is not entirely compatible with the open entry, open exit concept of program individualization.
5. The prestige factor of credit frequently leads an institution to abandon its original mission to provide skilled training at the job-entry level.
6. The authority to grant credit will place the area vocational center curriculum offerings under the jurisdiction of the Utah State Board of Regents.
7. Credit is as much related to a time standard as it is to knowledge and/or proficiency standards.
8. The granting of post secondary credit may make the post secondary student the primary emphasis of the institution, whereas they were created to serve the secondary student primarily.
9. The use of credit to legitimize course offerings is a superficial means of illustrating quality.
10. Program and teacher standards vary from institution to institution; therefore credit awarded has no standard for student achievement except as to honor the creditability of another institution.
11. Credit does not define what a student has learned or can do as a result of his training. Employers are reviewing grades are not aware of student competencies.
12. The awarding of credit tends to restrict, inhibit or remove from the instructor the encouragement or incentive to develop innovative changes in his instructional program to be accountable for student outcomes

13. The awarding of post secondary credit would likely reduce the efforts of the centers to provide vocational programs to high school students as a primary responsibility. There is a natural tendency for institutions to evolve to the highest level of social acceptance possible. History of technical and four-year colleges in the state attest to this.

14. The State Board for Vocational Education has committed itself to a policy of working with college personnel to allow for smooth articulation of students from area centers to college without the student being required to repeat instruction.

Appendix A-9

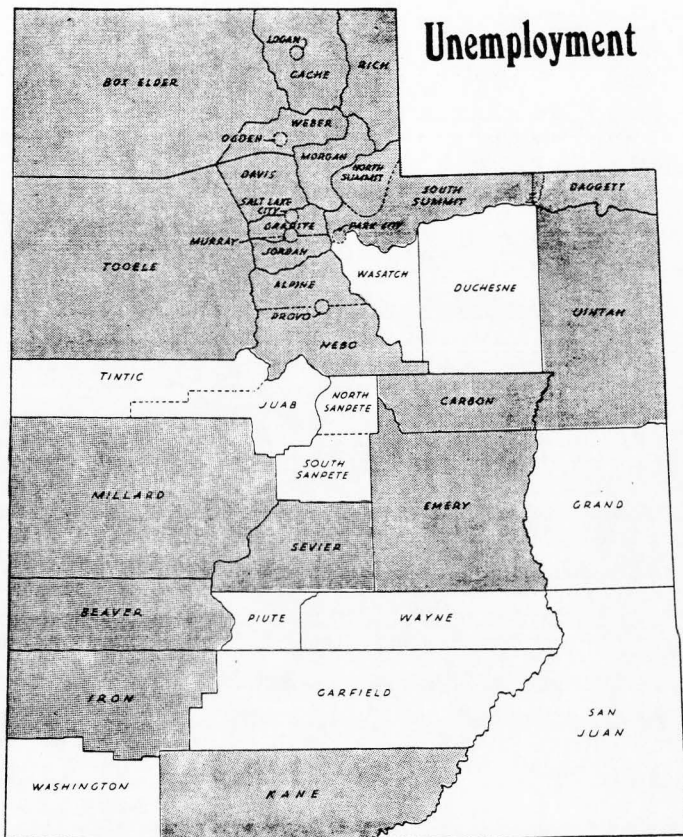
Schematic Showing Relationship of All Public Education Institutions in Utah



APPENDIX B

Appendix B-1

Areas of Substantial and Persistent Unemployment

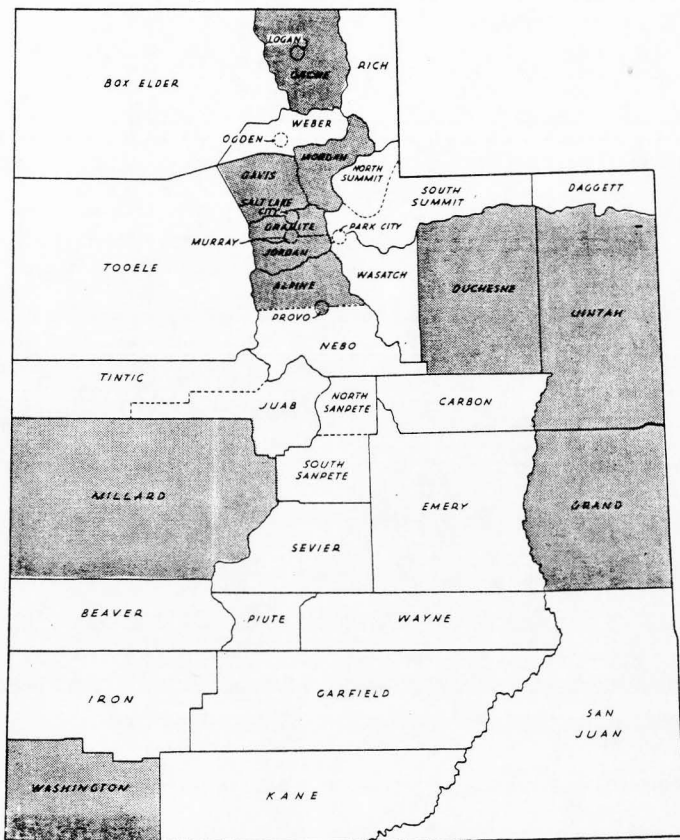


Ten counties (twelve school districts) are designated by the Utah State Department of Employment Security as "Areas Having Substantial and Persistent Unemployment." These areas (unshaded) have unemployment rates, both youth and adult, that are persistently much higher than the average in the state.

Figure 1. Area of substantial and persistent unemployment.

Appendix B-2

High Youth Unemployment

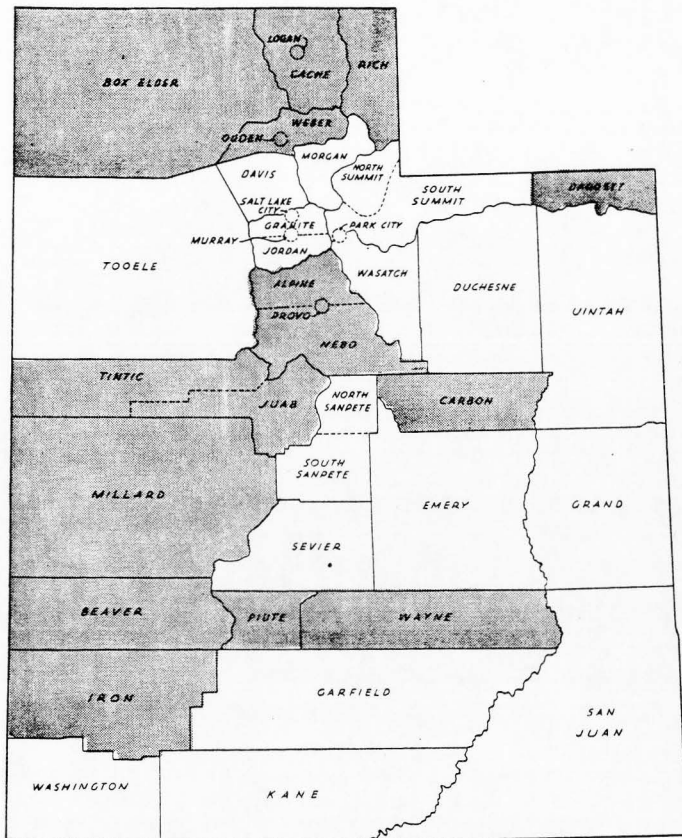


Nineteen counties (twenty-six school districts) are areas of high youth (16-21 years old) unemployment. The map shows the districts that exceed 16 percent as unshaded.

Figure 2. High youth unemployment.

Appendix B-3

Areas of High Dropout in Secondary Schools

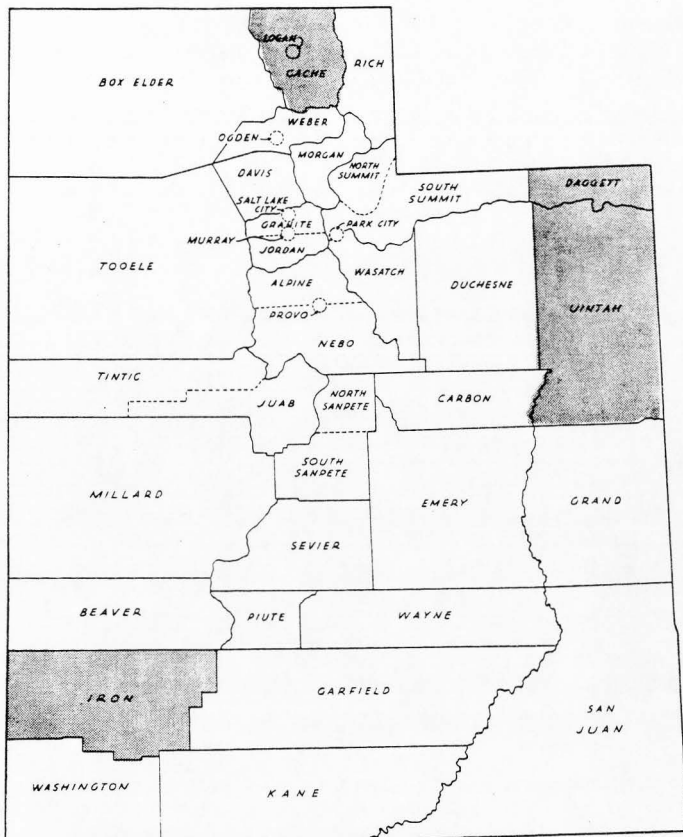


Twenty-three districts have 3% or high school dropouts based on ADM, 9-12, 1973-74. Unshaded area is higher than 3%.

Figure 3. Areas of high dropout in secondary schools.

Appendix B-4

Designated Redevelopment Areas



Twenty-five counties (thirty-five school districts) are designated by the Utah State Department of Employment Security as "Redevelopment Areas." The unshaded areas are those districts that are so designated. They have high unemployment rates or other manpower or economic problems.

Figure 4. Designated redevelopment areas.

VITA

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