

THE TEXAS STATE PROGRAM OF VOCATIONAL REHABILITATION

IN ITS APPLICATION TO

SAM HOUSTON STATE TEACHERS COLLEGE

September 1, 1947 -- September 1, 1950

A THESIS

Approved:

Committee

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Chairman, Graduate Council

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SAM HOUSTON STATE TEACHERS COLLEGE

September 1, 1947 -- September 1, 1950

A THESIS

Submitted to the Faculty of

Sam Houston State Teachers College

In Partial Fulfillment of the Requirements

for the Degree

MASTER OF ARTS

By

Melba Cubstead, B.B.A.

Huntsville, Texas

May, 1951

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MC

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## CHAPTER I

### PRESENTATION OF THE PROBLEM

#### Background of the Problem

It has been well noted by our national leaders, in both administrative and military posts, that the safety of the present-day system of democracy and free enterprise is as much endangered by lack of productive power as by lack of force of arms. Economists and production experts agree that it is not only necessary to replace each man entering the armed forces with an equally productive worker, but that the all-over total working population of the nation must be greatly increased.

The history of World War II reveals that in time of national emergency the supply of unemployed is quickly depleted, rigid sex and age barriers are eliminated, and an attempt is made to utilize every person capable of productive effort. It is important during the present emergency that the potential labor value of the handicapped person not be overlooked. "The productive efforts of 1,500,000 so-called 'unemployables' might easily be the decisive factor in our defense effort."<sup>1</sup>

Workers in the field of vocational rehabilitation have long realized the value of the "unemployable" who is aided and trained to take a responsible place in society. They realize that such a transition is not only important to the nation as a whole in time of national emergency, but will continue to be a thing of value and worth as long as the rehabilitated person is able to make use of his newly acquired skills and hold his place of self respect in the community. The work of rehabilitation

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1 E. B. Whitten, "Editorial," Journal of Rehabilitation, Jan.-Feb., 1951, p. 2.



is two-fold. It must aid the nation materially and financially through the new skills and earning power of the rehabilitated person, and it must aid the individual in attaining his place of respect and worth in the eyes of his fellow men--to remove from him the stigma of "social dependent" and give to him the right of community citizenship.

It has been established that the cost of the program of rehabilitation is not high when compared with the results obtained. A report from the federal Office of Vocational Rehabilitation says that

220,000 physically handicapped men and women have been restored to earning power from 1944 through 1948. The total cost of the program during these years was \$76 million. On the other side of the ledger, \$900 million was added to the national income, and income taxes paid in by the rehabilitated group totaled near \$70 million. Michael J. Shortley, director of the Office of Vocational Rehabilitation, estimates that for every dollar spent on the average rehabilitant, the latter will pay back ten dollars in taxes on his increased earning power.<sup>2</sup>

From the standpoint of value to the individual, the program has proved equally worthwhile. In the not-too-distant past, men and women physically disabled by birth or accident were considered socially and economically valueless by the majority of people. Such an attitude on the part of his associates was harder for the unfortunate to bear than the handicap he had received. Fortunately, enlightened people no longer hold this viewpoint. Society today has become educated to the fact that social aid to the handicapped is a necessary and paying proposition, and the stigma originally connected with accepting such aid is fast disappearing. Handicapped men and women are no longer

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<sup>2</sup> \_\_\_\_\_, "Braces Today," Pope Foundation Newsletter, April, 1960, p. 4.

given "charity"--they are given a chance to prove their worth, earn their way, and in turn to help others. Long before the program of federal and state aid entered the minds of the nation's lawmakers and leaders, Abraham Lincoln said, "You cannot build character and courage by taking away man's initiative and independence, and you cannot help men permanently by doing for them what they could and should do for themselves."<sup>3</sup>

Since the rehabilitation of the physically disabled is vitally important at the present time, both from the standpoint of aid to the national defense effort and from the standpoint of individual and community welfare, there is a need for the study of all possibilities through which these potential producers can be aided and trained. Such studies have been made on a nation-wide scale, covering fields and areas of training and types of training institutions, but the writer feels that a study of one particular training institution and the services it offers, combined with a follow-up study of the trainees enrolled there over a definite period of time, might be valuable both to the institution and to the rehabilitation program in which it participates. Such a study of Sam Houston State Teachers College, and the academic and vocational rehabilitation students entered therein over a three-year period, is the object of this paper.

In order to be of value to the institution and to the Vocational Rehabilitation program, the study must approach the problem from several

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3 \_\_\_\_\_, Journal of Rehabilitation, Jan.-Feb., 1951, p. 33.



different viewpoints. It is recognized by school authorities that the opportunity to serve the state as a training center for rehabilitants is of great value to the school. Not only does it increase enrollment, but it draws such increase from a field of potential students who would not or could not attend either academic or vocational school without state aid through the Rehabilitation Division. It is important that such enrollment increase, added revenue, and opportunity for service be pointed out. Of interest to the various rehabilitation counselors over the State of Texas would be the academic and vocational possibilities for training handicapped men and women at Sam Houston State Teachers College, and for their benefit investigation should be made of fields of training, contract costs, medical and maintenance facilities, and the placement success of trainees leaving the school.

This paper will present a study of the use of Sam Houston State Teachers College as a training center for rehabilitants, with a statistical follow-up of placement success for trainees in the various departments. On the basis of information shown, conclusions and recommendations will then be made for future cooperation between Sam Houston State Teachers College and the Vocational Rehabilitation program in the training of students.

#### Limitations of the Study

This study is limited in scope and all-over accuracy because of the following facts:

1. Financial records for rehabilitation students were not segregated prior to September, 1947, making information

available only on those students in school since that date, and making it impossible for all rehabilitation students attending Sam Houston State Teachers College to be included in the statistical data.

2. Placement data for students leaving the institution have been recorded on initial placement only, though it is known to the writer that many students have since found more suitable jobs with higher incomes. Since it is generally the practice of rehabilitation counselors to close their cases on the first suitable employment of the trainee, the writer has done the same in order to present a uniform study.
3. Several of the newer and perhaps more suitable fields of academic and vocational training offered by the school have not had time to complete sufficient trainees to prove their worth in the placement charts.
4. A perhaps valuable source of information has been omitted due to the fact that no attempt was made to contact any trainee with reference to this paper. The personal opinions of trainees, instructors, counselors and school officials do not enter into the study.

#### Means of Gathering Data

During the summer terms of 1947, the need for separate financial records on rehabilitation trainees of Sam Houston State Teachers College became apparent from the standpoint of the college accounting system, and the writer set up individual card records as a part of the accounts receivable control. To these cards, as an aid to college administrative officers and supervising vocational counselors, were added items of pertinent information concerning each trainee. Space was provided for the name of the student, his home and school addresses, his counselor, financial authorization, and payment record, with extra space for grade ratings and academic and social attainments. Any reference to the student's physical disability, however, was purposely omitted, since the use for which the cards were intended prevented them



from being strictly confidential in nature. As long as each student remained in school, his record was kept on a current basis, and when he terminated his training, the card was filed in a permanent records division.

At the end of the three-year period over which this study is made, the personal card records revealed that one hundred and eighty-eight rehabilitation students, both academic and vocational, had attended Sam Houston State Teachers College for varying lengths of time at the expense of the State of Texas.<sup>4</sup> These students serve as a basis for this study.

Information concerning the training career of each student while in school was obtained from the administrative offices of the college, through the cooperation of the registrar, the accountant, and the director of the vocational school. Financial records were taken from accounts receivable cards in the business office, and the academic and social material was secured from the students' permanent record cards in the office of the registrar. Obtaining placement data on each student presented the major problem of the entire study, and the writer appealed to the State Office of Vocational Rehabilitation for aid. From this source were secured not only all placement data on record in the state office, but the state office gave unexpected aid by requesting all state counselors to forward information for use in the report. This material, supplemented by direct mail correspondence to area counselors in isolated cases, enabled the writer to secure

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4 During this period, the college trained one student from the State of Montana in Photography. This student is omitted from the entire statistical material, since his training was not at the expense of the State of Texas.

100 per cent response on the one hundred and eighty-eight cases investigated, and to determine the placement status of each.

#### Organisation of the Study

This study has been organized to show the background of the problems facing the State of Texas and its various training institutions in the training of rehabilitation students, and to emphasize the growing importance of such training. As a basis for the analysis of these problems, the paper presents a short history of the rehabilitation program in its national and state-wide aspects. This information makes up Chapters I and II of the study.

Chapters III and IV respectively cover the actual analysis of the rehabilitation students attending Sam Houston State Teachers College under either academic or vocational contracts. Information is included as to areas served, fields of study, financial data, student attainment, and placement percentage records.

The final chapter of the report is concerned with a compiled summary of the results obtained, along with recommendations for the future use of Sam Houston State Teachers College as a training unit for physically handicapped men and women.

## CHAPTER II

### THE REHABILITATION PROGRAM

The Rehabilitation Program, as it exists today, with its cooperative programs of assistance to the civilian disabled of the nation, was not developed overnight, and it did not come about without extensive work on the part of many individuals and organizations capable of seeing its intrinsic values. Some type of program in this field has been in effect for approximately thirty years, but the period of development extends even further back.

Early experiments in the field came about in Europe, not as a direct aid to civilian disabled, but as a program for retraining and utilizing men disabled in World War I. The primary purpose was to provide a back-log of workers, so that physically fit men could be called into military service without seriously crippling the nations' productive efforts. These experiments were highly successful, and proved that rehabilitated men were thoroughly capable of holding such jobs and that at the close of hostilities they were an aid rather than a handicap to the nation in its conversion to peacetime occupation. Surveys conducted by agents of the United States government brought these facts to the attention of Congress during World War I, and as early as 1918 an act for similar training for our own disabled was passed. This act, however, referred to and offered aid only to those men and women disabled while in active military service, and though the original drafts included provisions for civilians, these provisions did not become a part of the original law.



They were dropped from the final act, and reserved for Congressional discussion at later dates.

These discussions were not long in coming. Knowledge of the possibilities of rehabilitation plans had gained public notice, and advocates of the civilian plans succeeded in again bringing the matter forcibly to the attention of Congress within two years. "On June 2, 1920, an act providing for the vocational rehabilitation of persons disabled 'in industry or otherwise' became law. This gave the separate states responsibility for carrying on the work, but provided them financial assistance for a period of four years."<sup>5</sup> It was under this act, administered by the Federal Board of Vocational Education, that the present cooperative program of vocational rehabilitation to disabled persons was launched. In the administration of the law, the states were left free to accept or reject federal aid as they saw fit, but funds were appropriated for grants-in-aid to those states desiring assistance and presenting suitable programs.

At this time, the National Rehabilitation Association had not been established, and the Federal Board of Vocational Education bore the burden of responsibility for securing a continuance of the program after the termination of the first authorization. Such action was taken in 1924, designed merely to seek an extension of authorization of appropriations for another four-year period, at a basic appropriation of \$1 million per year. The entire move was met with bitter opposition from Congressional members opposed to federal aid

<sup>5</sup> John A. Krats, "How Federal Laws Made Vocational Rehabilitation History," Journal of Rehabilitation, Jan.-Feb., 1951, p. 16.

in general, and the re-appropriation bill was admitted to the floor for discussion only on agreement that any extension would be limited to two years. In Congressional committees a compromise was effected in the form of a three-year plan, and the lawmakers proceeded on this basis. However, because of certain misleading language left in the bill by Senate members, the act was interpreted by the comptroller general as an extension of six years, and the state aid appropriations continued until 1930.

By 1930, the National Rehabilitation Association had been established and was ready to carry on the drives to secure continuance of appropriations, taking over the work which had up to that time been handled in piecemeal manner by congressmen, state boards, and interested organizations and individuals. By this time, forty-three of the forty-eight states had indicated acceptance of the federal grants, though many were not putting forth enough financial aid to make their programs worth while and others were not adequately matching the federal funds requested. In the face of these difficulties, however, movement was started by the national association to secure federal grants for an additional three-year period. Effective support for the drive was secured from labor unions and from societies and associations concerned with the treatment and welfare of crippled and disabled persons. Under the able leadership of D. M. Blankenship, Director of Vocational Rehabilitation for the State of Virginia, extension of federal appropriations was secured in 1930 and again in 1932. These extensions made no radical changes in the provisions of foregoing acts, except to raise the minimum allotment per state



to \$10 thousand per year, and allow any surplus from the \$1 million per annum appropriation to be apportioned to any states which could match such funds and administer same under approved programs. This created extra incentive to the individual states to improve and expand their respective programs.

Thus the program was gradually expanding, and was assured by congressional law of extension through June, 1936. However, the entire scheme labored under the strain of a continual fight to force bills through Congress. The lack of any feeling of security hampered the individual state programs in making plans for services of wider scope. There was a need for permanent precedence regarding the continuance of appropriations--there was a need for a permanent source of funds from which appropriations could be made.

Hope for a means of satisfying these needs came to light in 1934, during the presidential term of the late Franklin D. Roosevelt.

In 1934, President Roosevelt created, by executive order, the Economic Security Committee. Its task was to study needs and make recommendations for a program to promote the security of the people of the nation against certain hazards and vicissitudes of life. In its report this committee indicated the important place occupied by the rehabilitation of disabled persons in a social security program, but its legislative recommendations included no provision regarding the rehabilitation service.

Leaders in the rehabilitation movement were not slow to recognize their opportunities. A group of three ... held several conferences with Frances Perkins, Secretary of Labor and head of the Economic Security Committee ... and won approval of a provision in the pending Social Security bill to expand the cooperative rehabilitation program. The recommendations took the form of amendments to the basic Federal Rehabilitation Act. When the House reported a bill,

it contained these proposals, which were later included in the Social Security Act, approved by the President August 14, 1935.<sup>6</sup>

Thus, after fifteen years of program development, the basis for a permanent federal-state cooperative program for rehabilitation of civilian disabled was set forth by the 74th Congress, as a part of the National Social Security Act.

In order to enable the United States to cooperate with the States and Hawaii in extending and strengthening their programs of vocational rehabilitation of the physically disabled, and to continue to carry out the provisions and purposes of the Act entitled 'An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment', approved June 2, 1920, as amended (...), there is hereby authorized to be appropriated for the fiscal years ending June 30, 1936 and June 30, 1937, the sum of \$841,000 for each fiscal year in addition to the amount of the existing authorization, and for each fiscal year thereafter the sum of \$1,938,000. Of the sums appropriated pursuant to such authorization for each fiscal year, \$5,000 shall be apportioned to the Territory of Hawaii and the remainder shall be apportioned among the several states in the manner provided in such Act of June 2, 1920, as amended.

For the administration of such Act of June 2, 1920, as amended, by the Federal Agency authorized to administer it, there is hereby authorized to be appropriated for the fiscal years ending June 30, 1936, and June 30, 1937, the sum of \$22,000 for each such fiscal year in addition to the amount of the existing authorization, and for each fiscal year thereafter the sum of \$102,000.<sup>7</sup>

Amendments to the Social Security Act in 1939 increased the authorization for grants to states from \$2 million to \$3.5 million

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<sup>6</sup> Ibid., p. 18.

<sup>7</sup> An Act, Public Law No. 271, 74th Congress of the United States, (H.R. 7260, Part 4, Section 531, (a) and (b).



per annum, raised the minimum yearly allotment to states to \$20 thousand, and increased the funds for federal administration of the program. In 1943, the present Vocational Rehabilitation Act Amendments, Public Law 113 of the 78th Congress, was passed, amending the original act of 1920, and greatly expanding both eligibility coverage and scope of services offered to individuals. It is under this law, a copy of which is included in the appendix of this report, that the present rehabilitation program of the State of Texas is operating.

The State of Texas entered the federal-state cooperative plan of vocational rehabilitation under authority of an Acceptance Act entered by the 41st Legislature and approved May 23, 1929. Section I of the Acceptance Act read "The Legislature of the State of Texas does hereby accept the provisions and benefits of an Act of Congress passed June 2, 1920, amended June 5, 1924, entitled: 'An Act to provide for the promotion of Vocational Rehabilitation of persons disabled in industry or otherwise, and their return to civil employment.'"<sup>8</sup> Sections II and III of the Acceptance Act were concerned with authorizing the State Treasurer to accept and administer federal and state funds and with a statement of the basis for the acceptance of the program, declaring an emergency. Texas became the forty-third state to accept federal aid and present an approved program for cooperative aid to handicapped men and women, and accepted as its first federal grant the sum of \$44,296.50. As the

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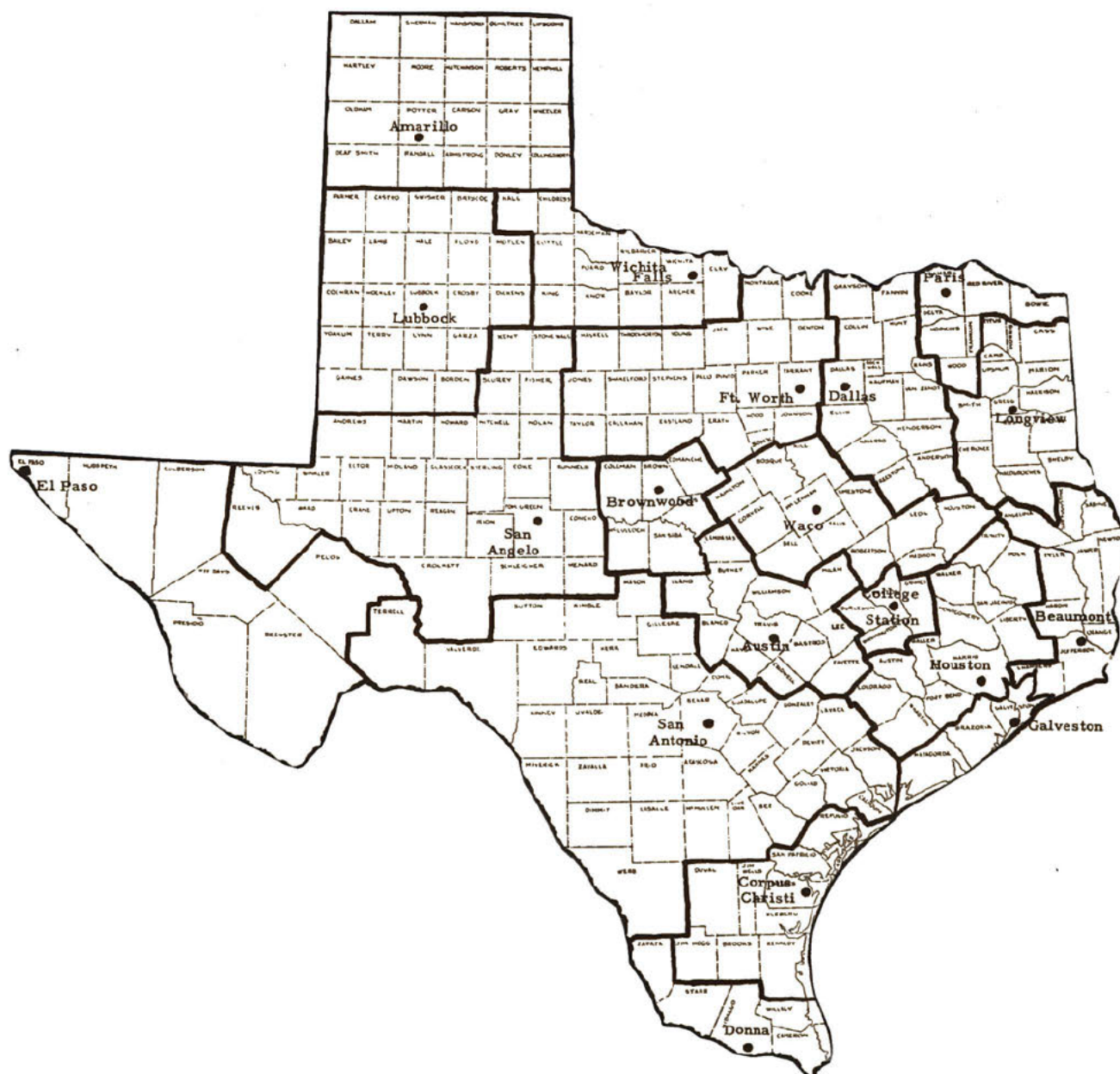
<sup>8</sup> Acceptance Act for Vocational Rehabilitation,  
Senate Bill No. 86, 41st Legislature of the State of Texas.



Vocational Rehabilitation Association, with the support of its many friends, made gains through federal legislation, as previously related, so the Vocational Rehabilitation Division of the State of Texas benefited, and thereby expanded the scope of its services to the disabled of the state. Evidence of this growth is seen in the fact that for the biennium 1949-1950 the state appropriated \$397 thousand per annum in support of its own established program and to match funds granted by the federal government. State appropriations for the three-year period covered by this report totaled \$1,116,000.

The administrative set-up of the Vocational Rehabilitation Division of Texas is relatively simple. In its cooperative plan with the federal government, the federal government pays the administrative costs and one-half the cost of case services--the state pays the rest. The official title of the state program is "The Texas Program of Vocational Rehabilitation for Disabled Persons." Its goal is stated as "The Conservation of Human Resources." Any citizen of the state 16 years of age or over is eligible for the benefits of the program if he has a permanent disability, no matter how incurred, which constitutes a vocational handicap.

The headquarters of the Texas Vocational Rehabilitation Division is located at Austin, as a part of the Texas Education Agency, and from this point the state director and his assistants control the work of the nineteen different sub-offices and territories of the state. A territorial map of the State of Texas, showing division areas and area headquarters, is shown on page 15. From these nineteen



MAP NO. 1  
 TERRITORIAL DIVISIONS AND AREA HEADQUARTERS  
 TEXAS REHABILITATION DIVISION

division offices, usually located in one of the largest cities in the given area, some thirty-nine counselors carry on their program work. Usually several counselors operate in a given territory, each responsible for coverage of a given number of counties within that area, and for a definite number of case leads and placement closures each fiscal year. However, in some cases, the counselors may share a county where the density of population makes impossible adequate coverage by one worker. Duties of the respective counselors range from case contact to job placement. They are called upon not only to administer the services provided by their own departments, but to cooperate with other welfare organizations in providing a means of better living to disabled people. Cases are referred to the counselors from different sources--the Red Cross, hospitals, doctors, school officials and teachers, private and public welfare agencies, churches, census reports, selective service boards, labor unions, and many other agencies. Once the disabled civilian is processed and found eligible for the services of the Rehabilitation Division, he may receive training in one of four possible fields. He may attend a regular institution; he may be trained by tutor; he may receive on-the-job employment training; or, he may benefit by correspondence work from an approved training agency. A line chart of organization and finances of the Rehabilitation Division of the State of Texas is shown on page 17.



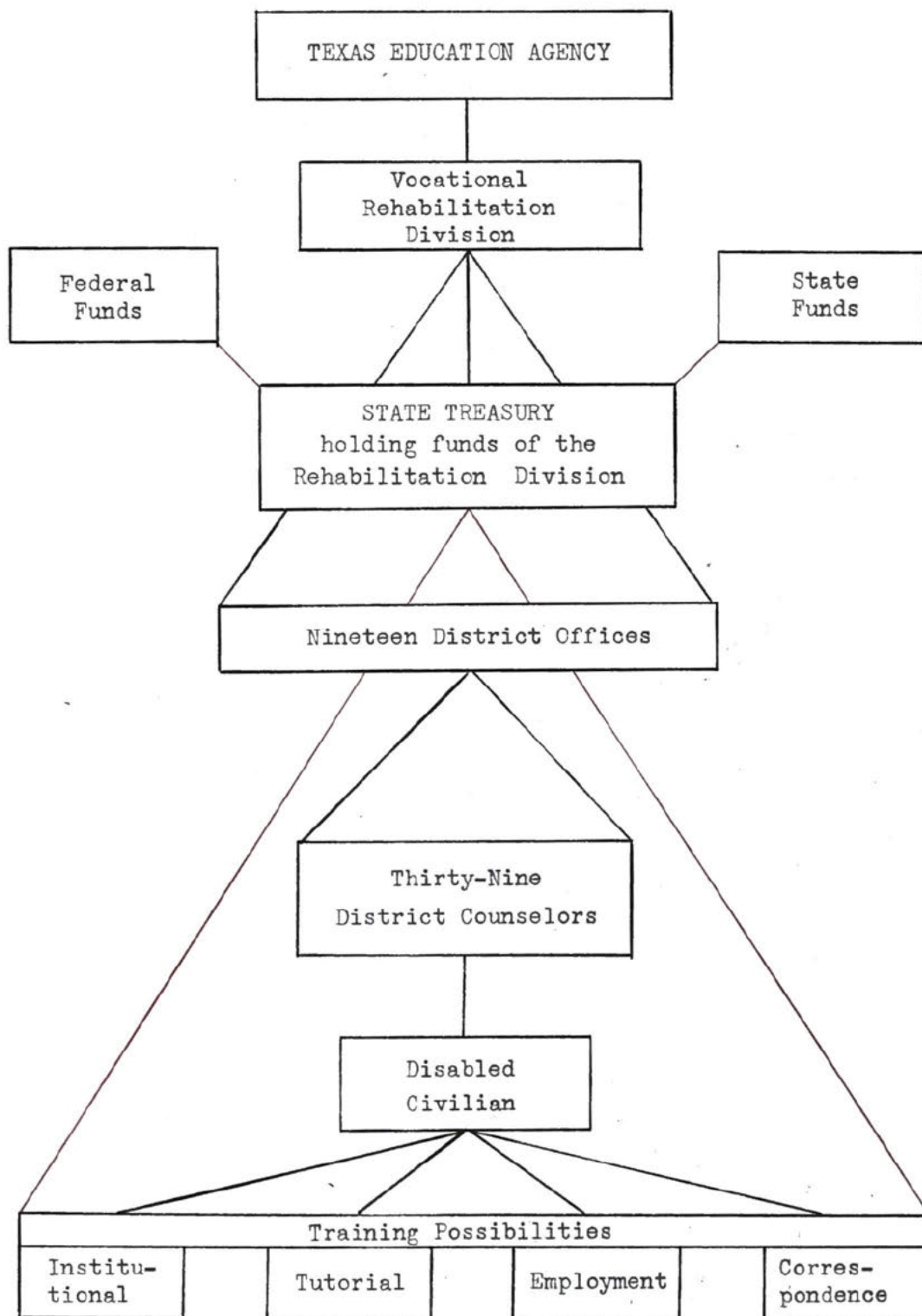


CHART NO. I  
LINE CHART OF ORGANIZATION AND FINANCES

Any disability which handicaps a person for competition in the employment field is a basis for rehabilitation aid under the Texas Program.

A disabled person who has had work experience is eligible for service if he is unable to return to remunerative employment without assistance. One who has had no work experience is eligible if he is unable, because of his disability, to prepare himself for employment which is consistent with his education and environment. For this latter group, any major disability is considered a vocational handicap.

Service is not available to persons with incurable mental or nervous diseases or acute illnesses; nor to persons confined in penal or corrective institutions.

There are eight major services offered the disabled by the Texas Rehabilitation Division--medical examinations to determine eligibility, guidance and counseling, physical restoration, vocational or academic training, artificial appliances, compensation adjustment, maintenance in training, and placement aid after training. These services may be briefly defined as follows:

1. Thorough physical examination to determine the extent of the disability, to discover possible hidden disabilities, and to determine work capacity--at no cost to the individual.
2. Guidance and counseling to help the individual select and attain the right job objective--provided without cost.
3. Physical restoration necessary to reduce or remove disability to the extent that the individual may benefit from available training--public funds defraying costs to the extent the individual cannot meet them.
4. Vocational or academic training for the right job through any of the four training fields available--provided at no cost to the individual.

5. Artificial appliances to increase working ability--public funds defraying costs which the individual cannot meet.
6. Guidance in the use of compensation adjustments received for previous work injuries, so that the best possible benefits may be obtained from payments received.
7. Maintenance while in training--provided from public fund if the client is unable to meet such costs.
8. Placement in satisfactory employment, with follow-up work by counselors to insure proper adjustment and give additional needed services--at no cost to the individual.

A complete text and explanation of the services available to the disabled individual is included in the appendix of this report.

The training offered to clients of the rehabilitation division is varied. It may consist of regular academic training in an accredited college; it may be training for a definite and single skill to enable the applicant to hold a particular job; or it may take the form of on-the-job training, under the supervision of both counselor and employer. It is in the first two possibilities that most public and private schools are interested, and in which they can best serve the rehabilitation department as training agencies. On-the-job training is left to industry and the established trades.

At the present time, most state schools are equipped to train clients in some phase of vocational training as well as to offer to those qualified the full benefits of their academic possibilities.



Plans may vary slightly, according to the tuition, terms, field of study, etc., of the respective schools. At the present time, the Rehabilitation Division places students at Sam Houston State Teachers College under one of two plans:

1. If the student is able to meet the entrance requirements for the academic division of the school and desires an academic degree which may fit him for employment in one or more fields, the state will pay the regular tuition and fees required of all other academic students for the length of time it requires the client to secure his desired degree, and, if he so desires, his teaching certificate. Under this plan, which usually allows the student to remain in school for four years, no costs of maintenance or supplies are met by public funds, but must be furnished by the client.
2. If the student is unable to meet the entrance requirements, or if he desires training in only one specific trade skill, the Division will allow him to spend a maximum of one year in the desired training field, and during that year will furnish from public funds tuition, fees, and supplies. Maintenance, medical supplies, and artificial appliances may also be supplied from public funds if the client is unable to meet such costs himself. Payment is made to the school on the basis of contract agreements for the different vocational training fields, depending upon the amount of equipment and supplies utilized in each case. In addition, the Division may purchase for the client specific tools and equipment which he learns to use in his training and which he may retain for his employment after leaving the trade school. This is separate and apart from the contract amounts of the school.

Sam Houston State Teachers College, as a state supported institution, has participated in the program for the training of disabled civilians since the State of Texas entered the program in 1929. Before the establishment of the Josey School of Vocational Training in 1946, and its approval by the 50th Legislature of Texas

on April 18, 1947, the college could offer only academic possibilities to those clients capable of passing entrance requirements to an accredited state school. Completion of such training required a minimum of three years, and, since maintenance could not be furnished by the state department over such an extended period of time, many potential students were unable to make use of the training offered. It is true that the program increased the enrollment of the college, but from students who would likely have attended some institution of higher learning with or without state aid. From the standpoint of the school's service to the Vocational Rehabilitation Division, as a training area for clients, possibilities were offered only to that group of students who were less disabled and more highly trained than the average Division case.

With the opening of the Jossey Vocational School, a new area of training possibilities was presented to rehabilitation counselors seeking places to train students desiring particular skills for employment at specific jobs. As the vocational division of the college grew, offering instruction in woodworking, machine operation, auto mechanics, sheetmetal work, electrical appliances, refrigeration, jewelry making, photography, printing, and the operation of heavy dirt-moving equipment, rehabilitation counselors made investigations, and in 1947 the first rehabilitation client entered the vocational school in the field of woodworking.

Along with the increase in interest among state vocational counselors came an increasing knowledge and interest in the rehabilitation program on the part of college officials. Discussions led



to the belief that if special quarters could be arranged for the rehabilitation trainees, with adequate supervision by school officials, a better atmosphere would prevail, and more adequate quarters and meals could be furnished all trainees at a substantial saving to the state. Too, such an arrangement would enable supervising counselors to keep a closer check on their respective cases.

Conversion of the hospital unit at the Country Campus provided such accommodations for the men of the program, giving adequate quarters under the supervision of a college official. Meals were provided by the Country Campus Cafeteria, an adjoining building. Women clients were housed in women's dormitory annex houses near the main campus, under the supervision of college approved matrons, and allowed to take their meals either at the main campus cafeteria or in the women's dormitory dining halls.

With the discovery that the college not only offered specialized training to handicapped students, but could offer full maintenance at reasonable cost, including transportation to and from classes, the interest of the counselors continued to grow, and their visits to the campus, the shops and the classrooms attracted the attention of both students and instructors. A better knowledge of the purpose and opportunities of the State Rehabilitation Program prevailed over the college, and along with the growth in vocational enrollment came an increase in academic registration.

In addition to the actual training fields, academic and vocational, offered to the rehabilitation clients, the school has offered to all trainees the benefits naturally associated with a

college campus--student fellowship, faculty counsel, religious and social activities, club membership and participation, and opportunities for student leadership. No distinction is made between vocational and academic students, nor between rehabilitation trainees and any other students of the college. Thus the clients are offered the opportunity of social development along with preparation for job placement.

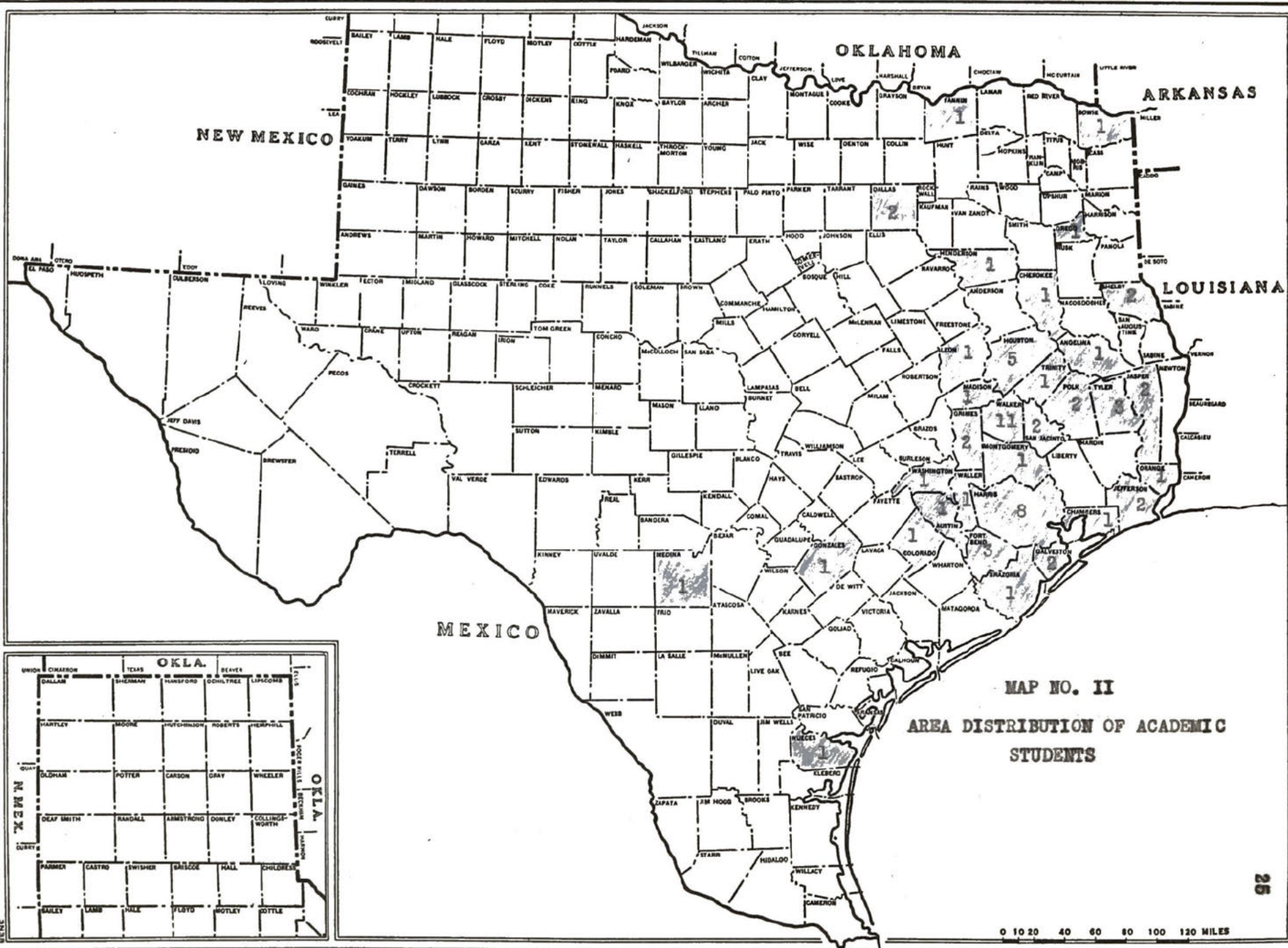
### CHAPTER III

#### INVESTIGATION OF THE ACADEMIC REHABILITATION STUDENTS FOR THE PERIOD OF STUDY

During the three-year period covered by this report, Sam Houston State Teachers College has assisted in the training of sixty-six regular academic trainees enrolled under the authorization of the Division of Vocational Rehabilitation. Financial materials concerning this group refer to the period of study only, for some of the students were in school prior to September 1, 1947, and twenty-two were still enrolled after September 1, 1950.

These students, representing thirty-three different counties of the state, come from a general area closely paralleling that from which the college draws the majority of its entire student body. This is a normal situation, since these students are qualified to meet the entrance requirements of any accredited college and usually choose the training agency nearest their respective homes. Walker County, home county of the college, led the enrollment percentage with eleven students, or 16.7 per cent of academic trainees. Harris County, with eight students, or 12.1 per cent, ranked second. The remaining thirty-one counties ranged from a high of five students, from adjoining Houston County, to the minimum of one each from such distant counties as Nueces, Medina, Fannin and Bowie. An area map, showing the distribution of academic enrollment, is shown on page 25. From a study of this map, it can be readily seen that the drawing power of the college, as relates to regular academic clients, does not seriously challenge





that of any other major state supported institution engaged in similar training fields.

As previously stated in Chapter II, the Vocational Rehabilitation Division will allow an academic trainee to remain in an accredited college for the length of time necessary for that trainee to secure the desired degree and whatever certificates may be required to meet the proposed job objective. This plan usually allows the client four years of college work. During this period of time, the Division will pay the school for the tuition and fees required of the client on the same basis as that required of all other regular enrollees of the school at that particular time. This payment, which includes matriculation, student participation and hospitalization fees, and laboratory fees, averages approximately \$45 per regular semester, or \$135 per calendar year. At the end of the student's college career, the Rehabilitation Division will pay for the required degree and certificates, so that each client will be in possession of all credentials necessary to secure placement in the desired field of work. Costs of maintenance, supplies, placement registration, cap and gown, club dues, class rings and emblems, or private instruction in any subject not required in the student's major field of study will not be paid from public funds.

The highest rate of fees for any department of the college is required by the Department of Music, wherein students are required to enroll in special classes of private instruction in order to qualify for a degree. However, the placement record and the salaries obtained by graduates of this department prove these costs are justified. The



Departments of Industrial Arts and Agriculture are somewhat above average in costs, with required laboratory courses which make use of special materials and equipment. All other departments adhere closely to the \$135 per calendar year estimate, though each may vary as the student chooses approved elective courses to complete his degree requirements.

To the academic enrollee entering Sam Houston State Teachers College under the authority of the Division of Vocational Rehabilitation, the school offers unrestricted entrance to any of the twenty-three major accredited departments of the school, or to any of the many sub-divisions or combination of fields into which any other student would be permitted to enroll. Such registration is subject only to the approval of the respective department heads and the regular registration officials, and limited only by the nature of the client's physical handicap. Knowledge of the student's status as a rehabilitation trainee is not transmitted beyond the minimum necessary for proper billing and checking in the administrative offices, and is not ordinarily known by department heads, instructors, or other students. Exception to this case is made only when it is necessary for the student to have select classroom placement or special consideration in order that he may properly benefit from the classroom material being presented. For example, students with sight or hearing difficulties may require special placement with regard to blackboards, lighting arrangements, or lecture stands, and trainees with braces or artificial limbs may require placement near classroom doors or at special desks. Usually,

the need for such arrangement is requested by the student or readily noted by the instructor, but may be requested by the rehabilitation counselor or by an administrative official.

An investigation of the forty-five men and twenty-one women students who attended Sam Houston State Teachers College as rehabilitation trainees during the period of the three-year study revealed that forty-four were to have terminated their work by September 1, 1950, and twenty-two were to remain in school after that date for additional work. Research into the registration files and permanent records of the administrative offices showed these sixty-six students

TABLE I

## DEPARTMENTAL ENROLLMENT PERCENTAGES FOR ACADEMIC TRAINEES

Field of Study	Training Ended	Still in School	Total Number	Departmental Percentage
Agriculture	8	5	13	19.8
Business Administration	10	3	13	19.8
Music	4	3	7	10.6
Elementary Education	2	3	5	7.6
Non-Major	1	3	4	6.1
Pre-Med	4	0	4	6.1
English	2	1	3	4.5
Industrial Arts	3	0	3	4.5
Art	2	0	2	3.0
Home Economics	1	1	2	3.0
Mathematics	2	0	2	3.0
Government	1	0	1	1.5
History	1	0	1	1.5
Journalism	1	0	1	1.5
Physics	0	1	1	1.5
Pre-Engineering	0	1	1	1.5
Pre-Law	1	0	1	1.5
Sociology	1	0	1	1.5
Spanish	0	1	1	1.5
	44	22	66	100.0

to have been registered in nineteen different divisions of the school.

Departmental enrollments ranged from a high of thirteen, or 19.8 per

cent each, in the Departments of Agriculture and Business Administration, to a low of one student each in eight separate departments. Complete distribution of departmental enrollment percentages is shown by Table I, page 28.

During the time covered by this study, the State of Texas, through invoices approved by the Division of Vocational Rehabilitation, paid to Sam Houston State Teachers College the total sum of \$8,906.50 on the sixty-six academic students placed in the college by the various rehabilitation counselors. A total of \$5,422, or average expenditure of \$123.23 per student, was paid on the thirty-one men and thirteen women who terminated their work by September 1, 1950; a total of \$3,484.50, or average expenditure of \$158.39 per student, had been paid on the fourteen men and eight women who were to remain in school after that date. Highest individual expenditure for the group terminating training was \$330.50, made on behalf of a mathematics major who was in school for the full period of study; lowest individual expenditure for this same group for the period was \$22.50, expended on behalf of a business administration major who remained in school for only one summer term of six weeks. Highest expenditure to the above date on those remaining in school was \$344 paid for the training of an English major, while the lowest was \$46.50 paid for one semester's training for a freshman home economics major.<sup>9</sup>

The total of \$8,906.50 reported in the previous paragraph does

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9 Financial data on this and following pages were taken directly from the actual receipt records of the college business office.



not represent the total income to the college from the sixty-six academic students under consideration for the following reasons:

1. Several of these students were in school at state expense prior to September 1, 1947, and such income to the school is not included in the financial sections of this report.
2. Several students in each group reported enrolled at Sam Houston State Teachers College at personal expense before being contacted and approved by rehabilitation counselors.
3. All costs of maintenance for those students living in college-owned dormitories, as well as special fees not approved for payment by the Rehabilitation Division, must be considered as income to the school when any attempt is made to evaluate the monetary worth of these students to the college.

Lack of knowledge of the benefits of the rehabilitation program on the part of eligible trainees or their parents may cause these students to enter school at personal expense and to remain from one term to the full termination of their college work without benefit from the Rehabilitation Division. Such lack of knowledge on the part of students finishing high school, coupled with the difficulty which is experienced even by trained observers in detecting such cases as heart disease, diabetes, arthritis and other irregularities not readily apparent to the eye, cause great financial loss to the students concerned. This also results in less of ease lead to the individual counselors responsible for the counties in which the eligible students live. One eligible cardiac case within the knowledge of the writer was located and entered into the program in his senior year of training, after three preceding years of college work at his own expense. Since retroactive billing is not allowed, the student could recover no part of the financial loss sustained.

Of the forty-four students having terminated their work by September 1, 1950, a total of nineteen, fifteen men and four women, had obtained academic degrees in their respective fields, along with the various certificates required to fit the job requirements of each. Twelve had earned the Bachelor of Science degree, four had completed the requirements for Bachelor of Business Administration, and three held the degree Bachelor of Arts. One student, who had been in school prior to the beginning of the three-year period of study, had completed work for both Bachelor of Science and Bachelor of Arts degrees, earning the former in May, 1948, and the latter in August, 1950. This caused the degree records of the college to show twenty under-graduate degrees for the nineteen students graduating during the period of study.

For the twenty-five students who terminated their work at Sam Houston State Teachers College by the end of the three-year period, but who did not earn academic degrees, research reveals that the number of hours earned by the time the students left school ranged from 0 to 121, or an average of 51.96 hours per student. This college, however, cannot claim this total contribution, for in several cases students had transferred to this school accredited hours earned at other colleges. The 51.96 hour attainment figure merely represents the average academic status of the students upon leaving their work here. Nine of the students in question left rehabilitation training at this school to continue study elsewhere. This has been brought about in some instances by the fact that students' parents have moved to localities nearer other

schools, and in other cases by the fact that students entering Sam Houston in such fields as pre-med, pre-law, and pre-engineering could not get advanced work in their respective fields, necessitating changes to universities or specialty schools.

While the dollar amount of income and the increase in enrollment are of prime interest to college officials, the completion of training objectives, and satisfactory placement in self-sustaining employment for each trainee is of utmost importance to the Division of Vocational Rehabilitation. For this reason, the writer has

TABLE II

DISTRIBUTION OF ACADEMIC ENROLLEES ON BASIS OF PRESENT OCCUPATION						
Department	In School	Employed	Work at Home	Unemployed	Ill	Total
Agriculture	6	5	2			13
Business Adm.	5	7	1			13
Music	4	3				7
Elem. Education	3	1		1		5
Non-Major	3				1	4
Pre-Med	1	3				4
English	2	1				3
Ind. Arts		3				3
Art		2				2
Home Economics	1		1			2
Mathematics	2					2
Government	1					1
History		1				1
Journalism		1				1
Physics	1					1
Pre-Engineering	1					1
Pre-Law	1					1
Sociology		1				1
Spanish	1					1
	32	28	4	1	1	66

completed follow-up work on the sixty-six academic students to find whether or not they are gainfully employed, what types of work they are doing, their respective dollar income, and whether or not the



placement they have received might be considered a direct result of the training they had at Sam Houston State Teachers College. A 100 per cent informational return, secured through the cooperation of the Austin Office of Vocational Rehabilitation and the various individual counselors, shows a high percentage of success for the academic program.

An analysis of all the academic students under study reveals that thirty-two are still in school, twenty-three at Sam Houston and nine elsewhere. Of the twenty-three at Sam Houston, twenty-two are still attending school under the authority of the Rehabilitation Division, while one is doing graduate work at his own expense. Twenty-eight are gainfully employed at definite jobs, four are working at home, one is unemployed, and one is ill at home, unavailable for additional training or employment at this time. Eliminating the thirty-two students who are still in school, we find that thirty-two of the remaining thirty-four students are employed at some type of job, representing a placement percentage of 94.1. Table II, on page 32, shows the distribution of the sixty-six enrollees on the basis of their present occupation.

Of the thirty-two trainees reported as holding jobs, a total of twenty-three, or 71.9 per cent, were employed on the type of job which might be a direct result of training received in the various departments of Sam Houston State Teachers College, while nine, or 28.1 per cent, were employed at occupations which would seem to have no direct connection with their major fields of college work. The placement record of academic trainees on the basis of training

received in the various departments is shown in Table III. The high percentage of 71.9 might be qualified, however, when it is considered how many types of jobs might be held by a business administration or industrial arts major and still be classified as being in line with departmental training received. Too, where trainees were reported as teachers in small schools, the actual

TABLE III

## PLACEMENT RECORD OF ACADEMIC ENROLLEES ON BASIS OF TRAINING

Department	Total	Employed in Field of Training	Employed In Other Fields
Agriculture	7	5	2
Business Adm.	8	7	1
Music	3	3	
Elem. Education	1		1
Pre-Med	3	1	2
English	1	1	
Ind. Arts	3	3	
Art	2	1	1
Home Economics	1	1	
History	1		1
Journalism	1		1
Sociology	1	1	
	32	23	9

position held, while a direct outcome of the degree attained, might be in fields other than those specifically desired. Since such distribution of teaching load is not known, these trainees are reported as having secured employment in their respective fields of preparation.

The types of jobs held by the various academic clients, and the income received from these different fields of employment should be of interest to both school officials and to rehabilitation counselors. Table IV, on page 35, presents the total picture of the

disposition of the sixty-six academic students after September 1, 1950, with average monthly income for each placement group.

In attempting to determine the dollar income of the employed trainees, the writer received information as to salaries in many different forms, ranging from an hourly wage to regular weekly and monthly salary figures. In order to present a uniform basis for

TABLE IV

## DISPOSITION OF ACADEMIC TRAINEES AFTER SEPTEMBER 1, 1950

Present Occupation	Number	Average Monthly Income
Teacher	12	\$ 243.83
Health Dept. Representative	1	250.00
Office Worker	7	171.57
Studio Assistant	1	180.00
Military Personnel	2	143.50
Store Clerk	4	133.75
Carpenter Helper	1	104.00
Farm Employee	2	50.00
Employed at Home	2	Maintenance
In School at SHSTC	23	---
In Other Schools	8	---
Trans. to Tennessee V.R.	1	---
At Home, Ill or Unemployed	2	---
	66	---

comparison, all wage information has been extended to a monthly income basis, using four weeks per calendar month, and the standard forty-hour work week as a basis for calculations. Twenty-nine of the thirty-four trainees reported as job-holders reported income figures. These ranged from a high of \$372 per month, reported by a public school teacher and bus driver who attended Sam Houston State Teachers College as a pre-med student, to a low of \$80 per month, reported by a food market clerk who attended college as a business



administration major. The average income per month for the twenty-nine workers reporting was \$191.83.

When considering the average monthly incomes shown on Table IV, the reader should note the number of cases used in computing each average, in order that biased opinions may not be gained about the desirability of any one type of employment shown. Of the thirty-two trainees gainfully employed, twelve were employed by the public school systems of the state, twelve by private industry, two by state institutions, two by the federal government, and four by family or relatives.

Both counselors and college officials will agree that the social adjustment and outlook gained by any student, regardless of classification, is of as much importance as the actual training received. Final success on any job placement will depend on the student's ability to adjust himself to conditions and to get along with fellow employees, and his rate of advancement may well depend on social and leadership qualities which he has formed during his training period. In connection with this idea, the writer made a brief investigation into the social attainment records of the various academic clients, seeking to determine to what extent these handicapped students had participated in activities through which social balance, leadership, and personal confidence might be gained. Information was secured from the permanent record card of each student in the Office of the Registrar, and each student was checked for participation in class or departmental clubs, organized national fraternities, campus social

clubs and fraternities, student council, religious councils, musical or dramatic organizations, and honor roll attainment.

Of the students having terminated their academic training by September 1, 1950, twenty-three, or 52.3 per cent, had belonged to one or more of the above mentioned groups, and ten, or 22.7 per cent had held elective offices in these clubs. Several of the number reported as having held elective office held more than one such position while in school.

TABLE V

PARTICIPATION OF ACADEMIC ENROLLEES IN EXTRA-CURRICULAR ACTIVITIES

<u>Group Considered</u>	<u>Belonging to An Organized Club</u>		<u>Holding An Elective Office</u>	
44 Trainees Terminating Work by 9/1/50	23	(52.3%)	10	(22.7%)
22 Trainees Remaining in School after 9/1/50	14	(63.6%)	6	(27.3%)
19 Students Having Attained Academic Degrees	16	(84.2%)	8	(42.1%)

For the twenty-two students who were to remain in school after the completion of the three-year study, fourteen, or 63.6 per cent had been actively associated with campus organizations outside of the regular academic work, and six, or 27.3 per cent had held or were holding one or more elective offices at the time. Some of these percentages must be qualified by the fact that several of the students covered by the investigation remained in school for one term or less, thus limiting their opportunities to make contacts or attain grade averages necessary for membership in such organizations. Possibly a

truer picture can be taken from the nineteen students who remained in school to receive academic degrees by September 1, 1950. Of this group, as shown by Table V, sixteen, or 84.2 per cent had participated in organized clubs or groups, and eight, or 42.1 per cent had held one or more elective offices within these organizations. Two of the academic graduates had consistently attained honor roll ratings throughout their college work.



## CHAPTER IV

### INVESTIGATION OF THE VOCATIONAL REHABILITATION STUDENTS FOR THE PERIOD OF STUDY

At the same time the academic departments of the college were assisting in the training of sixty-six students enrolled under the authorization of the Vocational Rehabilitation Division, the vocational division of Sam Houston State Teachers College was working with the state in the training of one hundred and twenty-two trainees. Persons in the latter group, many of whom could not meet the academic entrance requirements of the college, were placed in the different vocational departments to acquire training in a specific skill or trade which would enable them to find suitable employment at the end of one year's work.

Unlike the academic group, the vocational students come to the college from widely scattered areas over the entire state. The one hundred and twenty-two students considered for this section of the study represent fifty-nine different counties, covering almost every section of the state except the Panhandle area. A comparison of the area distribution map on the following page with the academic distribution map on page 25 shows that the drawing power of the vocational division of the college covers a much wider territory than does the academic division, far outside the area from which the school regularly draws its usual student body. This may be attributed to several facts:

1. The college enjoys a unique advantage over other schools of the same rank and fields of training in its possession of the Josey School of Vocational Training.





2. There is a growing need in the Rehabilitation Division for training agencies for clients with less than college entrance background.
3. Favorable reports of training offered and results obtained have been circulated throughout the nineteen areas of the state, and all counselors informed of the vocational school and the courses offered.
4. Ability of the college to furnish adequate low-cost housing and board in supervised dormitories creates a saving of both time and money to the Rehabilitation Division.
5. Results and placements obtained for the trainees have caused counselors to realize that the social atmosphere of a college campus and the opportunity for student participation in college activities can add a great deal toward the final success of the vocational student.

From the standpoint of the student's choice of a school, less pressure is placed on the trainee to attend a training agency near his home, for the state assumes the payment of maintenance from public funds if the student is unable to make these payments himself. Thus the student is free to choose his school from the basis of the availability of desired training. The basis for selection of the training agency he will attend changes from that of location to that of service rendered.

Of the one hundred and twenty-two vocational trainees, one hundred and four had completed or terminated their training with Sam Houston State Teachers College by the end of the period of study, and eighteen were still enrolled for additional work. Bexar County, with fifteen students and 12.3 per cent of total vocational enrollees, led the county percentages. Nine of these fifteen students, or 60 per cent of the Bexar County total, were of Latin-American extraction. Harris



County, with thirteen trainees, or 10.7 per cent of vocational enrollment, presented the next highest average. The remainder of enrollment ranged from six students each from Brazoria and Galveston Counties to the minimum of one each from thirty-nine different counties. Greatest distance traveled by trainees to attend the vocational school was some seven hundred and fifty miles, recorded for two trainees from El Paso County. Walker County, home county of the college, contributed only three students, or 2.5 per cent of the vocational group.

As previously stated in Chapter II, enrollment in the vocational division of Sam Houston State Teachers College by rehabilitation students is completed on a contract basis. The standard contract will allow the trainee to remain in school for a twelve-months term, during which time the Rehabilitation Division will pay for tuition, student participation and health fee, supplies and maintenance. Maintenance is paid from public funds only if the student or members of his immediate family are unable to meet this expense from personal funds. In either case, the college includes transportation to and from classes as a part of the regular maintenance charge. In cases where students attend the vocational school and furnish their own room and board, as in the case of students living in or near Huntsville, the Division may allow such trainees to remain in school for longer than the established contract period if such additional training is desired by the student and thought pertinent by the counselor.

Contract amounts for entrance into the various divisions of the vocational school vary according to the costs and amounts of supplies and materials used by the student in his training. Since capitalized

equipment is not depreciated in the approved system of accounting for state institutions, the variation depends mostly on consumable supplies used. For example, students training in photography and upholstery would expend more supplies during the training period than would those training in the printing department. The contract amounts for the separate departments have been changed several times since the first rehabilitant entered the vocational school, and handicapped students have entered almost every department, but experience of trainees, counselors, and school officials has led to the belief that the departments shown in Table VI present the best opportunities from the standpoint of both college and Rehabilitation Division. The contract figures shown are for twelve months' training, and were the cost figures in effect as of September 1, 1950. This contract, though it lists only

TABLE VI

CONTRACT CHARGES FOR VOCATIONAL REHABILITANTS  
ACCORDING TO CURRENT CONTRACT

Department	Tuition & Fees	Supplies & Materials	Room & Board	Contract Total
Auto Mechanics	120.00	100.00	480.00	700.00
Photography	120.00	155.00	480.00	755.00
Printing	120.00	40.00	480.00	640.00
Woodwork & Cabinet	120.00	90.00	480.00	690.00
Upholstery	120.00	100.00	480.00	700.00

five departments of the vocational school, does not prevent a student from entering one of the other fields of training. Such entrance, however, must be made by special request and with the approval of the head of the vocational school. Costs in these special cases are the same as those charged all non-rehabilitation students of the Jersey School of Vocational Training, less a scholarship exemption granted handicapped



students by the Texas State Legislature during their regular session, 1947. The scholarship originated as a measure to allow worthy students to take advantage of vocational courses through which they might become capable of holding jobs requiring specific skills and knowledge, and was made a part of House Bill No. 471, which officially established the Josey School of Vocational Training on April 18, 1947:

...tuition charged said students shall be the actual cost of teaching service not to exceed Five Hundred Dollars (\$500) per scholastic year of nine (9) months. Scholarships may be awarded by the Board of Regents of the Texas State Teachers Colleges to worthy indigent students who might greatly benefit from the training offered by the Josey School of Vocational Education. The amount of said scholarship may vary according to the needs of the individuals, but in no case may it reduce the tuition payment by said student to a point less than the tuition fee regularly charged students at the Texas State Teachers Colleges.<sup>10</sup>

When the handicapped vocational trainee enters the Josey Vocational School in his chosen field of work, he is entered on the same basis as all other vocational students of the college. He takes the same classwork, participates in the same activities, and enjoys the same privileges, limited only by his physical handicap. Students are discouraged from entering fields of training wherein their particular handicap might present physical hazards. An example would be the case of an epileptic student desiring to enter the woodworking or metalworking departments, where high-speed and dangerous machinery might cause serious injury in case of an epileptic seizure. These cases are ordinarily screened by rehabilitation counselors, but may be rejected by college officials in charge of the various vocational

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<sup>10</sup> \_\_\_\_\_, House Bill No. 471, Chap. 2, General and Special Laws of Texas, 50th Legislature, Regular Session, 1947, p. 165-166.



departments. Along with the actual study and application of training practiced by the vocational students, related elementary courses are given in mathematics, English, and applied business relations to enable him to take his place in the competitive world of business upon completion of training.

An investigation of the one hundred and eighteen men and four women who attended Sam Houston State Teachers College as vocational rehabilitation trainees during the three-year period ending September

TABLE VII

## DEPARTMENTAL ENROLLMENT PERCENTAGES FOR VOCATIONAL TRAINEES

Field of Study	Training Ended	Still in School	Total Number	Departmental Percentage
Woodwork & Cabinet	26	3	29	23.8
Auto Mechanics	18	2	20	16.4
Elec. & Refrigeration	17	0	17	13.9
Photography	14	1	15	12.3
Upholstery	6	8	14	11.5
Sheetmetal	10	0	10	8.2
Printing	4	3	7	5.8
Diesel & Heavy Equipment	4	1	5	4.1
Metalworking	2	0	2	1.6
Photo-Engraving	1	0	1	.8
Silversmithing	1	0	1	.8
Mixed-Training	1	0	1	.8
	104	18	122	100.0

1, 1950, reveals that one hundred and four had terminated their training by that date, and eighteen were still in school. Permanent records reveal these one hundred and twenty-two students to have been enrolled in twelve different divisions of the vocational school. Division enrollments ranged from a high of twenty-nine students, or 23.8 per cent, in the woodwork and cabinetmaking division to a low of one each in three separate departments. A complete distribution of

enrollment by vocational divisions on all rehabilitation clients covered by the study is shown in Table VII, page 45.

During the period of the study, the State of Texas, through invoices approved by the Division of Vocational Rehabilitation, paid to Sam Houston State Teachers College the total sum of \$46,591.16 on the one hundred and twenty-two vocational trainees enrolled under state authorization. A total of \$41,468.66, or average expenditure of \$398.73 per student, was paid on the one hundred and four students terminating training by September 1, 1950; a total of \$5,122.50, or average expenditure of \$284.58, had been paid on the eighteen who were to continue training after that date. Highest individual expenditure for the group terminating training was \$760, paid on behalf of a student of electrical appliances and refrigeration, who was allowed to remain in school for extra time in order to complete work needed for specific placement. Lowest individual cost for this group was \$8, paid in two different cases on students who enrolled, entered the dormitories, and attended less than one week's classes before resigning. These two students were enrolled in the departments of photography and woodworking. The photography student, a girl, left school to be married; the woodworking student resigned because of dissatisfaction with the training.

The total income figure of \$46,591.16 represents a better estimate of the total value of vocational students to the college than does the \$8,906.50 total reported for academic students, for the vocational income figure includes expenditures for materials and supplies as well as for maintenance in the majority of cases.

Of the one hundred men and four women who had terminated their vocational training by September 1, 1950, forty-six, or 44.2 per cent had received certificates in their respective fields of work. Ten certificates had been issued by the division of woodworking and cabinet-making, seven by auto mechanics, nine by electrical appliances and refrigeration, six by photography, two by upholstery, five by sheet-metal, one by printing, three by diesel and heavy machinery, two by metal working, and one by silversmithing. For the group obtaining certificates, twenty-seven received placement within their field of training, twelve received other employment, four were unemployed, one was continuing training elsewhere through on-the-job instruction, and two were in hospitals for corrective surgery before accepting employment.

The successful placement of vocational rehabilitation trainees at the close of the training period is of course important to the rehabilitation department, but in the case of the Josey School of Vocational Training, it is also of vital interest to college officials. First, placement records serve as a basis for proving the worth of the newly established division of the college, and second, they serve as a basis for evaluation of the various departments within the vocational division. An investigation of all vocational rehabilitants enrolled during the period of study reveals that twenty-three are still in school, eighteen at Sam Houston and five elsewhere. Seventy are employed at gainful occupations, two work at home, and fifteen are unemployed. Twelve students were dropped from training during the period, nine to receive additional medical treatment, and three



because of unsatisfactory conduct. A distribution of vocational enrollees on the basis of their present occupation is shown by Table VIII.

TABLE VIII

## DISTRIBUTION OF VOCATIONAL ENROLLEES ON BASIS OF PRESENT OCCUPATION

Department	In School	Employed	Work at Home	Unem- ployed	Resigned	Total
W.W. & Cabinet	3	17	1	4	4	29
Auto Mechanics	3	13		3	1	20
Elec. & Refri.	3	13		1		17
Photography	2	9		2	2	15
Upholstery	8	3		1	2	14
Sheetmetal		8		2		10
Printing	3		1		3	7
Diesel & Heavy Eq.	1	3		1		5
Metalworking		2				2
Photo-Engraving				1		1
Silversmithing		1				1
Mixed-Training		1				1
	23	70	2	15	12	122

Of the seventy-two students reported as holding jobs, seventy at regular employment and two at home, a total of forty-seven, or 65.3 per cent were employed at occupations which might be said to be a direct result of the training received at the Josey School of Vocational Education, and twenty-five, or 34.7 per cent were employed at jobs which seemed to have no connection with the vocational training received. The placement records for the various training divisions of the vocational school are shown in Table IX, page 49. Limited interest on the part of trainees and excessive operating costs to the school caused the college officials to close all departments of the vocational school to rehabilitation enrollees except the five shown by the contract schedule, page 43. It was found by rehabilitation

counselors that placement was difficult on students trained in several divisions of the vocational school. Employers of electrical appliance and refrigeration companies often preferred factory-trained employees, specifically trained to service and repair the type of appliance sold by their respective companies. It was also discovered that clients seeking positions in sheetmetal, metalworking, and photo-engraving often met stiff opposition from organized unions.

TABLE IX

## PLACEMENT RECORD OF VOCATIONAL ENROLLEES ON BASIS OF TRAINING

Department	Total	Employed in Field of Training	Employed in Other Fields
W.W. & Cabinet	18	14	4
Auto Mechanics	13	10	3
Elec. & Refri.	13	8	5
Photography	9	8	1
Upholstery	3	3	0
Sheetmetal	8	1	7
Printing	1	0	1
Diesel & Heavy Eq.	3	1	2
Metalworking	2	1	1
Photo-Engraving	0	0	0
Silversmithing	1	1	0
Mixed-Training	1	0	1
	72	47	25

As in the case of the dollar income investigation made on the academic trainees, the writer extended all income information received to a monthly basis, using four weeks per month and the standard forty hour week as a basis for computations. Sixty-seven of the seventy-two employed vocational trainees reported income figures that could be adjusted to a monthly total. Highest monthly income figure for the group was \$300, averaged by an upholstery trainee who was regularly

employed as a clerk in a large bakery, and who supplemented his salary from the company by an average of \$25 per week from his own upholstery shop at home. Lowest monthly income reported was \$80, reported by a student trained in silversmithing and self-employed. Average monthly income for the sixty-seven trainees reporting was \$143.04.

TABLE X

## DISPOSITION OF VOCATIONAL TRAINEES AFTER SEPTEMBER 1, 1950

Present Occupation	Number	Average Monthly Income
Heavy Machinery Operators	3	\$ 220.00
Truck and Cab Drivers	2	210.00
Cabinet Workers	6	184.67
Furniture & Upholstery	5	156.80
Sheetmetal Worker	1	152.00
Carpentry and Painting	6	151.67
Food Buyer	1	160.00
Janitor	1	176.00
Clerical Workers & Salesmen	5	148.00
Nightwatchman	1	140.00
Garage Mechanics & Attendants	14	133.28
Sawmill Worker	1	132.00
Photography	8	127.75
Elec. & Refri. Workers	7	124.86
Laundry Worker	1	120.00
Metal Worker	1	100.00
Elevator Operator	1	100.00
Hospital Attendant	1	100.00
Bakery Employee	1	80.00
Jewelry Repairman	1	80.00
Employed at Home	2	Maintenance
In School at SHSTC	18	---
In School Elsewhere	5	---
Employed - No Income Reported	3	---
Ill or Unemployed	27	---
	122	---

Table X presents the total picture of the disposition of the one hundred and twenty-two vocational trainees after September 1, 1950, with average monthly income figures for each type of employment secured. Again the reader should be cautioned to note carefully



the number of cases used in computing the averages for each specific employment field, so that biased opinions may not be obtained as to the desirability of any employment group from the standpoint of salary.

An investigation into the permanent record files of the college revealed little information concerning the social attainments of the vocational rehabilitants during their period of training on the campus, and the writer was forced to resort to observation to determine to what extent these students were benefiting from a social standpoint while in school. In view of their limited tenure, as compared with the four-year academic trainees, and since vocational students are not rated on a grade-point basis, they are not eligible for entrance into national fraternities or scholarship organizations. All are eligible for membership in the Josey Vocational Club, and may hold elective office therein. The writer found many of them to be actively associated with campus and city religious organizations, and noted that several held offices not only in the campus clubs but in the organized churches of Huntsville.

Even those rehabilitants with the most severe handicaps take active advantage of the many recreational facilities offered by the college, and in so doing learn to meet and adjust themselves to many individuals and situations. They form a much-sought voting bloc in campus elections, and find many opportunities to develop traits of independence and self-reliance.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary

During the three-year period covered by this report, Sam Houston State Teachers College has assisted the Vocational Rehabilitation Division of the State of Texas in the training of one hundred and eighty-eight students, sixty-six in the regular academic departments of the college, and one hundred and twenty-two through the services of the Josey School of Vocational Education. These students represent seventy-one different counties of the state, and are drawn from seventeen of the nineteen state rehabilitation districts. These students have been enrolled in nineteen different departments of the academic school, and in twelve divisions of the vocational school.

Tenure of the students under study ranged from one week to the full three-year period and beyond, and payments to the school by the State of Texas ranged from \$8 to \$760 per student. Invoices approved by the Vocational Rehabilitation Division have brought an income of \$55,497.66 to Sam Houston State Teachers College for the period September 1, 1947 through September 1, 1950. In addition to this amount, extra income to the school was realized from the academic students through their personal purchases of supplies, materials, and maintenance from college-owned stores, dining halls and dormitories. Over and above actual monetary value of income, the school has greatly benefited by an increase in enrollment count, for the number of students enrolled each term forms one basis upon which biennial appropriations are made to the college by state appropriation committees.

The presence of an increased number of rehabilitation students on the campus has not only enabled the school to make a greater use of the large amount of surplus-property materials presented to the college by the federal government, but it has also eased the pressure created by a decrease of regular enrollment occasioned by the graduation of many World War II veterans. In addition, the rehabilitation students have helped the college to more fully utilize available dormitory space and dining hall facilities.

The registration of rehabilitation students in the different academic and vocational fields has helped to prove the adaptability of these departments in handling special instructional cases, and has offered to the instructors of the various departments valuable experience in the teaching of atypical cases. Placement records of the various departments have helped to point out their respective weaknesses, enabling the college to eliminate such departments at a saving of money to the state and of time to the students in question.

From the standpoint of value to the Rehabilitation Division, the college has offered a wide and varied field of training to both those rehabilitants who desired academic work and those who desired training in specific skills. Costs to the Rehabilitation Division for academic training has been on the basis of regular tuition and fees for all regularly enrolled students, and costs for vocational training has been on a cost-of-instruction basis less specific scholarship allowance. As for maintenance, the college has offered supervised dormitory residence, meals at conveniently located dining halls, and transportation to and from classes at a maximum charge of \$40 per



month. This charge is below the basic rates of most schools for room and board alone.

For the convenience of supervising counselors, the college has kept special records to aid in locating and checking rehabilitants. Grade averages and records on academic students have been submitted on requests of counselors. Monthly progress reports on vocational trainees are made by the departmental instructors for the use of both school officials and district counselors.

The all-over value to the State of Texas accruing from the combined efforts of Sam Houston State Teachers College and the Rehabilitation Division is apparent. Of one hundred and eighty-eight potential social dependents, one hundred and four are now employed at gainful occupations, and fifty-five are still in school in preparation for such employment. The increased earning power of these employed trainees removes them from the possibility of becoming a burden to the State Department of Public Welfare, and establishes them as assets to their state and communities. They are no longer a source of expenditure of public funds, but potential contributors to public funds through county, state, and federal taxes.

The training opportunities offered to the handicapped students by the cooperative efforts of the Rehabilitation Division and the college are not only valuable from financial and educational standpoints--they are also of great social value. After counselor and student have decided upon the course of training pointing to the desired job placement, the student is free to participate in and take advantage of the many phases of college life conducive to the development of independence

and social adjustment. Such opportunity is important to all students, and especially to those who have to some extent felt their particular handicap to be a barrier to social acceptance. Participating in class-work and social activity with all types of students, and seeing the progress being made by other handicapped students in overcoming social reticence provide help and encouragement.

### Recommendations

In the firm belief that Sam Houston State Teachers College, in cooperation with the state-federal cooperative plan of vocational rehabilitation, is rendering a worthwhile service to the state and nation through the training of handicapped students, the writer would like to make the following recommendations for increased service with an even higher degree of placement success:

1. That the faculty of the college be fully informed as to the value and possibilities of the state-federal rehabilitation program for the training of handicapped persons, so that each faculty member may more actively cooperate from his respective position on the campus.
2. That a short unit of instruction concerning the rehabilitation program be included in Educational Psychology 262, so that all teachers leaving Sam Houston State Teachers College in either primary, elementary or secondary fields will have knowledge of the program when they enter their respective teaching positions over the state. Such teachers can be goodwill agents for the college, and offer valuable service to the communities and students they contact.
3. That the advice of rehabilitation counselors and officials be sought and heeded by college administrators in the improvement of the existing vocational training departments and in the proposed establishment of additional fields of training. Such counselors have a wider range of experience with all types of training agencies and closer contact with placement agencies than do college administrators and instructors.



4. That the supervisor of the college clinic be authorized to furnish needed medicine and drugs for vocational trainees at state expense when such medicines cannot be furnished from the students' personal funds. Such authorization would cover supplies needed for hospitalized students only, and would not apply to special medicines such as those used to control epilepsy, diabetes or other diseases of like nature.
5. That better accommodations be offered and special encouragement given to women trainees who might wish to enter either the academic or vocational divisions of the college.
6. That instructors and dormitory supervisors of vocational trainees be given advance information by counselors as to the nature of the student's handicap, so that more immediate aid can be rendered in case of emergency. It is the opinion of the writer that such information would not be misused, and would aid both student and instructor.
7. That a detailed study be made by college administrators of the possibilities possessed by Sam Houston State Teachers College for the establishment of a "Sheltered-Training" center. Such a program, designed for training, maintenance, and medical supervision of handicapped rehabilitation clients who are unable to move about freely, as in the case of wheelchair patients, is under primary consideration by interested members of the Rehabilitation Division. In its possession of the dormitory, hospital, and dining hall facilities of the Country Campus unit, the college would be in a position to offer immediate aid at less cost to the Rehabilitation Division.
8. That the facilities of the Department of Business Administration be checked for possible sponsorship of a one-year vocational business course under the direction of the Josey School of Vocational Education. Such a course, designed on vocational and not academic lines, could offer needed training to interested students without the maintenance difficulties encountered by counselors in sending clients into regular business schools.

The measure of a school's worth to the state and nation in which it exists lies in the service of that school in the establishment of abilities and ideals within the students it is privileged to train. The financial support offered to training institutions by the State



Rehabilitation Department presents an excellent opportunity and direct challenge to Sam Houston State Teachers College to continue and to improve its varied program for the training of handicapped civilians. As shown by this report, this challenge has been met with a high degree of success by the academic divisions of the college, and rapid adjustments have enabled the relatively new vocational units to show above-average success with definite promise of improvement.

The community, state, and nation need the productive efforts of the handicapped civilian. The handicapped individual needs the responsibility of citizenship and feeling of worthiness that comes with increased earning power and financial independence. Sam Houston State Teachers College, in cooperation with the Texas State Rehabilitation Division, seeks to meet these needs through its various training possibilities.

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## APPENDIX



## SERVICES AVAILABLE THROUGH THE VOCATIONAL REHABILITATION DIVISION

### Medical Examinations

Every applicant receives, without charge, a general medical examination, which includes standard laboratory tests and chest and X-ray examinations. Its purpose is to determine the applicant's eligibility for service and his need for further medical, surgical, or special examination. These diagnostic procedures provide the counselor with essential information for counseling the client regarding his limitations and his capacities to follow specific training and to do particular jobs. The examinations frequently indicate the need for physical restoration before training or other services are attempted.

### Guidance and Counseling

The counselor considers the previous employment record of the client, his vocational interests and abilities, his educational background, and the availability of training and placement opportunities. There is careful study of his social and economic environment to determine to what extent his family and dependents are involved. Various standardized tests supply helpful information. On the basis of all these criteria, including the medical diagnosis and prognosis, the Division and the applicant develop a complete rehabilitation plan.

### Physical Restoration

If it appears that the physical or mental condition of the disabled person can be materially improved by medical, surgical, psychiatric, or other treatment to such an extent that his vocational possibilities are thereby increased, the Division will secure such treatment through the cooperation of physicians and hospitals. All treatment looks definitely toward employment. Use of rehabilitation funds for this purpose depends upon the economic need of the client, and if the Division supplies any part of such cost, hospitalization is limited to ninety days for any one disability.

### Vocational Training

A client who needs to acquire certain manual or academic skills to fit him for the chosen job objective is given a course of training in a public or private school of "on the job." Throughout the entire process, from the time of planning the course of instruction, to the completion of the job requirements, a rehabilitation counselor provides helpful advice and supervision. All training costs are paid from public funds.

### Artificial Appliances

When a hearing aid, artificial arm or leg, glasses, or other artificial appliance is needed to improve the vocational ability of the disabled person, such prosthesis is secured from a reliable manufacturer. In this part of the program, medical advice is followed implicitly, and the Division participates financially in the purchase of appliances only if the client is unable to meet the cost from his own resources. Careful supervision is given during the fitting of each appliance and for a reasonable time afterward.

### Compensation Adjustment

With the increase in industrial employment has come a corresponding increase in the number of industrial accidents. With proper guidance and job readjustment, many workers thus injured can be returned quickly to the same or to similar jobs. In compensation cases where the injured person desires to receive a lump sum settlement in order to go into business, the Division is often able to give guidance that will enable the injured worker to achieve a greater measure of success in his chosen vocational objective. In all other cases the same procedures are followed as in the rehabilitation of persons disabled through public accident or disease. Acceptance of service from the Division in no way affects a person's right to compensation.

### Maintenance

When it is impossible for a disabled person to pursue a training or physical restoration program because of his lack of funds for room and board, and if these necessary funds are not available from other sources, the Division may provide the financial assistance necessary to carry out the chosen objective. Such assistance is based on the "dollar standard" prevalent in the community where rehabilitation service is given, and through constant supervision is limited strictly to the period absolutely necessary for the attainment of the objective.

### Placement

The Division is not a placement agency, but it assumes the responsibility of finding satisfactory employment, if possible, for every disabled person accepted for service. The Division maintains contact with all public, private, and individual sources that might offer job opportunities to clients of the Division and follows up continuously on performance in employment, in order to make necessary adjustments, to provide further medical care that may be needed, and to furnish desirable supplementary training.



**NATIONAL VOCATIONAL REHABILITATION ACT**  
**Public Law 113-78th Congress**

[PUBLIC LAW 113—78TH CONGRESS]

[CHAPTER 190—1ST SESSION]

[H. R. 2536]

AN ACT

To amend the Act entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment", approved June 2, 1920, as amended, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment", approved June 2, 1920, as amended (U. S. C., title 29, ch. 4), is amended to read as follows:*

"AVAILABILITY OF FUNDS

"SECTION 1. Moneys made available for the purpose pursuant to this Act shall be used for making payments to States (and Alaska, Hawaii, and Puerto Rico, herein referred to as 'States') which have submitted, and had approved by the Federal Security Administrator (herein referred to as the 'Administrator'), State plans for vocational rehabilitation of disabled individuals.

"STATE PLANS

"SEC. 2. (a) To be approvable under this Act, a State plan for vocational rehabilitation shall—

"(1) designate the State board of vocational education (herein referred to as the 'State board') as the sole agency for the administration, supervision, and control of the State plan; except that where under the State's law, the State blind commission, or other agency which provides assistance or services to the adult blind is authorized to provide them vocational rehabilitation, the plan shall provide for administration by such State blind commission or other State agency of the part of the plan under which vocational rehabilitation is provided the blind: *Provided*, That in any State which by law has established a rehabilitation commission prior to the date of enactment of this Act, with authority to provide rehabilitation services to disabled individuals, the State board may delegate to such commission all or any part of the operation of the State plan, under a written agreement of cooperation approved by the Administrator;

"(2) provide that the State treasurer (or, if there be no State treasurer, the officer exercising similar functions for the State) be appointed as custodian of funds received under this Act from the Federal Government and receive and provide for the proper custody of such funds;

"(3) show the plan, policies, and methods to be followed in carrying out the work under the State plan and in its administration and supervision;



ACCEPTANCE ACT FOR VOCATIONAL REHABILITATION  
S. B. No. 86 - 41st Legislature  
State of Texas, May 23, 1929

AN ACT accepting the provisions and benefits of an Act of Congress passed June 2, 1920, and amended June 5, 1924, entitled "An Act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise, and their return to civil employment;" -- authorizing the Treasurer of Texas to receive Federal funds appropriated by Congress under said Act of Congress and to make disbursements therefrom upon the order of the State Board for Vocational Education; providing for cooperation between the State Board for Vocational Education and the Federal Board of Vocational Education in accordance with the terms and conditions expressed in said Act of Congress; and declaring an emergency.

Be it enacted by the Legislature of the State of Texas: Section 1. The Legislature of Texas does hereby accept the provisions and benefits of an Act of Congress passed June 2, 1920, amended June 5, 1924, entitled: "An Act to provide for the promotion of Vocational Rehabilitation of persons disabled in industry or otherwise, and their return to civil employment."

Section 2. The Treasurer of Texas be, and he is here authorized and empowered to receive the funds appropriated under said Act of Congress, and is authorized to make disbursements therefrom upon the order of the State Board of Vocational Education. The State Board for Vocational Education is empowered and instructed to cooperate with the Federal Board for Vocational Rehabilitation in accordance with the terms and conditions expressed in the Act of Congress aforesaid.

Section 3. The fact that there are annually in Texas approximately 5,000 physically disabled persons who are not able to follow a vocation, and who are dependent on friends, relatives or State for support; that these persons can be made self-supporting by special vocational training and proper placement in jobs; that forty-two states and the District of Columbia now provide for such training; that the Government will allot annually to the State of Texas \$44,296.50 for this work, provided the Legislature of Texas accepts the provisions of the National Rehabilitation Act; -- all this creates an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each House be and the same is hereby suspended, and that this Act shall take effect and be in force from and after its passage, and it is so enacted.

Approved: May 23, 1929.  
Effective 90 days after adjournment.



ACT ESTABLISHING JOSEY SCHOOL OF VOCATIONAL EDUCATION  
 Sam Houston State Teachers College  
 H. B. No. 471 - 50th Legislature  
 State of Texas, April 18, 1947

AN ACT creating the Josey School of Vocational Education to be under the direction of the President of Sam Houston State Teachers College, prescribing a course of study therefor; placing said School under the direction of the Board of Regents of the Texas State Teachers Colleges and defining the powers of said Board in connection therewith; providing a rate of tuition and authorizing the issuance of certain scholarships; and declaring an emergency.

Be it enacted by the Legislature of the State of Texas: That there is hereby created the Josey School of Vocational Education to be under the direction of the President of Sam Houston State Teachers College. The purpose of said school shall be to provide the training of individuals over the age of eighteen (18) years who cannot qualify scholastically for college entrance or for other students who desire to avail themselves of short, intensive courses in vocational education in the following fields: agriculture, home management, distributive education, photography, plumbing, sheet metal work, machine shop, auto mechanics, furniture, electrical appliances, air conditioning and refrigeration, printing, radio, garment making, interior decorating, light construction contracting, photo engraving, watchmaking, and other trades of like nature. The training in such subjects is to be so organized that the courses may be completed in from nine (9) to twenty-four (24) months, and said school shall be and is authorized to offer applied courses in such fields as English and Mathematics, or other subjects which will contribute to the vocational training of the student. The Josey School for Vocational Education is further authorized to offer vocational courses in Government to prepare workers in various county, city, and state offices.

Section 2. The Josey School of Vocational Education is hereby constituted and made a division of Sam Houston State Teachers College, and is hereby placed under the direction and control of the Board of Regents of the Texas State Teachers Colleges, and said Board shall have power to administer the affairs of said school according to the laws of Texas pertaining to its powers, duties, and functions as a Teachers College Board and according to the provisions of this Act.

Section 3. The rate of tuition charged said students shall be the actual cost of teaching service not to exceed Five Hundred Dollars (\$500) per scholastic year of nine (9) months. Scholarships may be awarded by the Board of Regents of the Texas State Teachers Colleges to worthy indigent students who might greatly benefit from the training offered by the Josey School of Vocational Education. The amount of said scholarships may vary with the needs of the individuals, but in no case may it reduce the tuition payment by said student to a point less than the tuition fee regularly charged students at the Texas State Teachers Colleges.

Section 4. The fact that the Josey School of Vocational Education has been contributing to the training of the youth of this state, and the fact that its work could be greatly expanded and increased if it had recognition as a regularly established school, create an emergency and an imperative public necessity that the Constitutional Rule requiring that bills be read on three several days in each House be suspended, and the same is hereby suspended, and this Act shall take effect and be in force from and after its passage, and it is so enacted.

Approved: April 18, 1947.  
Effective on approval.



FOUR PROPOSED COURSES FOR ADDITION  
TO THE JOSEY VOCATIONAL SCHOOL CURRICULUM

The following courses have been approved on tentative basis for addition to the Josey Vocational School curriculum should there be sufficient demand. It is estimated by college officials that a minimum of fifteen students would be needed in any one of the courses in order for it to be sustained.

1. Auto Body and Trim Work

Main phases to be taught would be straightening, leading, sanding, painting, color mixing, touch-up, stripping, masking, rubbing and polishing, seat and upholstery repair, fabric repair and replacement, and seat covers. Time required for completion would be nine to twelve months.

2. Cleaning and Pressing

Main phases to be taught would be dry cleaning processes and equipment, pressing processes and equipment, cost analysis, dyeing processes and methods, and the removal of spots from various fabrics. Time required for completion would be twelve months.

3. Shoe Repair

Main phases to be taught would be removal of worn parts, selection of repair material, repairing of shoe soles of all types, repairing of the top parts of shoes of all types, and the matching and polishing of new work. Time required for completion would be twelve months.

4. Building Materials

Main phases to be taught would be lumber and wood products, ceramic products, builders hardware, building materials other than wood or ceramic, paints of all kinds, the estimating of material requirements, the standard forms used in the building material business, and retail selling. Time required for completion would be nine months.